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ABSTRACT

The guide offers an integrated curriculum in computation, communication, and living/vocational skills for trainable mentally handicapped students. The introduction addresses such issues as problems of labeling and classification, academic versus living/vocational skills, placement procedures, early intervention, and parental involvement. General guidelines for instruction are offered for areas which include task analysis, functional application of skills, individualized instruction, community resources, daily planning, and peer tutoring. Divided into sections, the document outlines objectives, teaching strategies, and materials along six developmental levels. Section 1 covers the following living/vocational skills: self knowledge and social relationships, travel, health, safety, work, home management, money management, motor development and physical activities, fine arts and individual expression, and citizenship and individual responsibility. Section 2, on computation, includes strategies for instruction in shapes and positionals, numbers, operations, and measurement. The final section on communication contains information for developing receptive and expressive communication; viewing, reading, handwriting, and spelling. Appended to each section are a program overview, a student profile/checklist, and a list of resources. (SW)

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Trainable Mentally Handicapped

Curriculum Guide

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Note: This curriculum guide is a service publication only. The official statement regarding the program for trainable mentally handicapped students is contained in the Special Education Program of Studies. The information in this guide is prescriptive insofar as it duplicates the official statement given in the Program of Studies.

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INTRODUCTION AND PHILOSOPHY

A. INTRODUCTION

Schools characteristically accommodate the majority of school age children preparing them for adult life and future employment. Special provisions must be made to meet the varying needs of the children served. There is considerable variability in regular school age children; these differences are equally apparent among children who are mentally handicapped. Present educational opinion suggests that the handicapped student should be provided with an educational experience similar, as far as possible, to that of the regular student. Schools, however, must not limit themselves to provision of an academic program only; a commitment must be made to provide a much broader program which will lead ultimately to the fulfillment of educational and social goals.

This curriculum guide has been developed to assist teachers in the development of educational programs to meet the needs of students who are commonly classified as trainable mentally handicapped. The teacher is viewed as a facilitating agent whose influence must extend beyond the classroom and the students to the school at large, the school system, the student's home, and particularly to the community which the school serves. The teacher must have links with a multidisciplinary team which accommodates the education of the child in the broadest sense of the term.

B. PROBLEMS OF LABELING AND CLASSIFICATION

Teachers must be aware of the hazards of stereotypes created by labeling and classification. This holds especially true of those who carry the stigma of mental handicap. The term, trainable mentally handicapped (T.M.H.), refers to a broad category of unique individuals who stand variously in need of certain kinds of educational programs and training experiences to enable them to learn and develop their abilities to the maximum possible.

C. GROWTH AND CHANGE

There is much evidence to support the view that the student who functions at a trainable level will, although at a slower rate, go on progressing in terms of his development into adulthood. The teacher should recognize these changes in order to organize an appropriate curriculum and program that makes optimum use of the student's changing nature.

D. ACADEMIC VERSUS LIVING/VOCATIONAL SKILLS

The T.M.H. student is one who is unlikely to achieve greatly in the academic area, but does benefit from instruction in the living/vocational skills area. He may become effective in utilizing a functional vocabulary and may be able to learn how to budget his money fairly effectively, provided he receives adequate training. In order to learn he will require consistent and ongoing supervision and a highly structured program which assists him to function more effectively within the community. The student who is functioning at this level has less than average intellectual ability which may be associated with severe impairment in adaptive behavior. The availability of structured learning experiences, the motivation of the student and his perception of himself are significant variables in his development.

E. PLACEMENT PROCEDURE

Assessment that obtains functional baselines is not a one time event but must be one that continuously modifies the training which the student receives.

The design for special placement should be related to what the student needs to learn rather than what he cannot do. It should be recognized that the T.M.H. student is able to function with a degree of independence in a small group setting. This means that he is able to interact with his peer group, and also carry out simple activities and instructions without someone accompanying him all of the time.

Observation, formal or informal, becomes a key technique and provides for information from parents, teachers and others in the community. It should be recognized that the conditions of the student's environment may restrict or encourage the learning of particular skills.

The following steps should be taken in the placement of special education students:

1. Referral: A referral for assessment may be made by any educator. It should include the reasons for referral and provide as much information as possible regarding the academic performance, social/personal development and general health of the child.

2. Assessment: Before any student is enrolled in a special education program:

    i) an individual intellectual assessment should be completed using a WISCR, WPPS/, or Stanford-Binet;

    ii) an academic functioning assessment should be completed;

    iii) social functioning/behavior should be assessed;

    iv) information from professionals, para-professionals having involvement with the handicapped student should be available;

    v) permission to do an individual assessment should be obtained from the parents.

    Note: A copy of the psychological reports as well as other pertinent records, reports and recommendations should be kept on file accessible to authorized personnel.

3. Vision and Hearing Screening: Before any student is enrolled in a special education program, he should be screened for vision and/or hearing loss. When appropriate, comprehensive medical, visual and audiological assessments should follow screening; medical reports should be kept in the student files.

4. Case Conference: A case conference should be held after the assessment, vision and hearing screening have been completed. The parents or designate should be in attendance along with the personnel directly involved in the assessment and/or placement. Long range goals should be presented and approved at the case conference. Recommendations for placement should be made at that time.

5. Periodic Review of Placement: The initial placement should be reviewed by the teacher and supervisor after an observation period of five months. Placement must be reviewed at the end of every school year. The student should be re-assessed at least once every three years, or sooner if deemed necessary.

F. PARENTAL APPROVAL

Parental approval must be obtained prior to the student's entrance into a special program, following careful explanation of the nature of the program. When the student involved is 18 years of age or older his consent (or that of his legal guardian) is also required; this approval should be in writing.

The special program must be defined in clear terms, with specific goals set in terms of developmental order. It must be related clearly to the functioning level of the student. Care should be taken to express information in language which can be understood by the parent and the student.

G. EARLY INTERVENTION

It is important that intervention start as soon as the child is born or identified as having a mental handicap. There is sufficient evidence to show that the involvement of parents, particularly the mother, in the educational program from this early stage is important in maximizing the child's potential. The longer the child is left without an effective program, the more pronounced the particular handicaps are likely to become; thus the child gradually drops further and further behind his non-handicapped peer group, making intervention much more difficult.

The chances of eradicating developmental problems of a behavioral nature are greater when the child is young. This is partly because the difficulties are not well established and also because, over time, secondary handicaps result from the primary disturbance. The older the child, the more long standing and complex are the problems facing the educator, and the more discrepant the behavior from his non-handicapped peers.

Another reason for early intervention involves parental attitudes. Once the pattern of handicap has become established and the parents have experienced a range of frustrations and difficulties, it is more difficult for them to become involved in the process of remediation. Therefore, early intervention is of assistance to the parents, and involves them as members of the team which is trying to reduce, or at least contain the handicap of particular children. Early documentation of the progress of the child is important for program development.

H. INTERVENTION FOR THE YOUNG ADULT

It is important to note that many mentally handicapped students appear to show growth into the late teens and twenties. There is some evidence to suggest that physical puberty is delayed, and that psychological growth associated with this time period is likewise delayed.

Some students will need to continue education beyond the regular school years, in order to take full advantage of educational stimulation. It should be noted that the extended growth period appears to be particularly associated with students from deprived or adverse environments.

It is important that the young adult possess skills that are of value to him so that he may be able to live in the adult world. Thus the school becomes a focus for the total development and well-being of the handicapped student, although it must be recognized that this involves not only teachers but an interdisciplinary team which provides a wide range of professional and allied services.

I. INVOLVEMENT OF PARENTS

It is important that parents are involved at a very early stage in the education of their handicapped child. Parents require education oriented around careful observation and assessment, and they are required to know something about the simple training devices that can be implemented to ensure that their handicapped child develops as easily and fully as possible. Parents need to be involved in an individual manner in the development of programs for their own child. They can give advice and help in the development of comprehensive, integrated plans for the child's program and training. The more handicapped the individual child, the more likely this is to involve the parents in teaching. Learning depends on frequent stimulation in a consistent and structured environment. Parents have considerable knowledge of the way a child functions, and are the key persons in the child's life.

J. PARENT/TEACHER COOPERATION

Cooperation should be established between the home and school. Some means should be found by which the teacher works closely with the parents, mutually exchanging advice and information. While other professionals have valuable contributions to make, direct involvement of the teacher with the home is essential.

K. EDUCATION AND OUTCOME

The goal of education for the T.M.H. student is to provide a training in living skills. This curriculum guide concentrates on individualized programming dependent upon continuous and ongoing assessment. It should be recognized that most handicapped children, given educational opportunities, do better than is generally expected.

With structured programming the T.M.H. student will be able to attain most of the skills required to live effectively within the envoronment. For example, with help he will be able to carry out some simple aspects of budgeting and cook simple meals. He will be able to clothe himself and carry out the basic requirements of hygiene. He will be able to mix in society, and enjoy leisure time activities with friends and relations. In work situations he may need additional training and support, and may not go to work until rather late in life. At work he is likely to be placed in unskilled areas or jobs, although he may go further with adequate training. Some will only go as far as sheltered workshop situations and require the support of effective home/community support systems.

It must be recognized that the aim of education is to ensure that the student lives as normal a life as possible in a regular environment. Follow-up systems and continuous education will be necessary. Changes in the environment will need to be addressed and adequate instruction will have to be provided for the student to cope effectively.

L. OTHER SPECIAL CONCERNS

In grouping students together, it is important to recognize the individual needs of the student. It should be recognized that, when the student undertakes new tasks and attempts to learn new skills, his learning may be slow and needs to be individualized to his own particular baseline of perforance. There is more heterogeneity among handicapped students of a particular group, than among the regular peer group. Thus considerable variation in programming is necessary; much early learning must be carried out on an individual or small group basis. Classes should be of moderate (6-8) size, and special environments such as learning cubicles may be needed, in addition to teacher aides in order that individual programming may be provided.

New strategies, such as Computer Assisted Instruction, also seem effective. The teacher in this environment is an observer, a consultant and a builder of programs so that specific remediation can be carried out. Students may need to be grouped in different areas with different people for different types of subject material. Features such as size and chronological age of the student should not be overlooked. Students of the same chronological or mental age may vary in skills and abilities.

It should be recognized that the needs and requirements differ in urban and rural settings. It is unwise to place a rural student into an urban setting without training. This may be exemplified by the differing transportation and traffic concerns that exist in the rural and urban setting.

M. THE INTEGRATIVE CURRICULUM

This curriculum guide is designed to integrate computation, communication, and living/vocational skills. The preferred method of integration utilizes practical applications to make skills more meaningful for students who are handicapped.

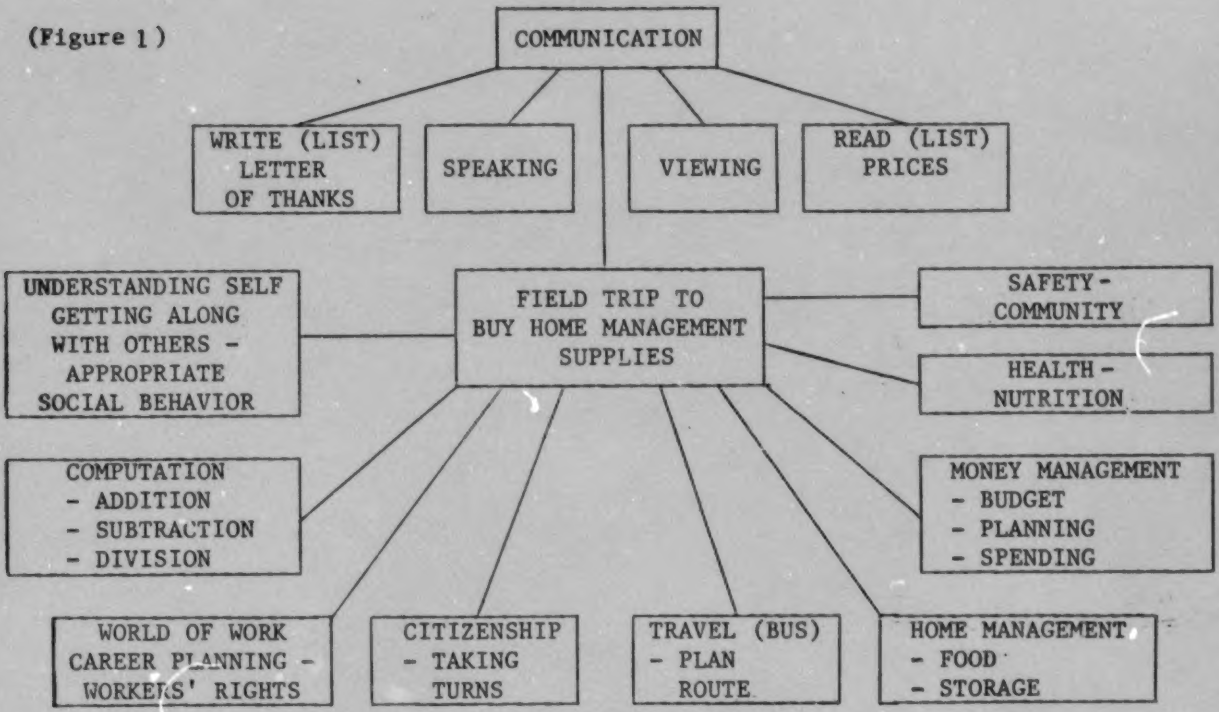
With this approach, skills are not compartmentalized but become an integral part of the activity, as they will when the student leaves school and applies the skills he has learned (see Figures 1 and 2).

N. FINAL COMMENTS

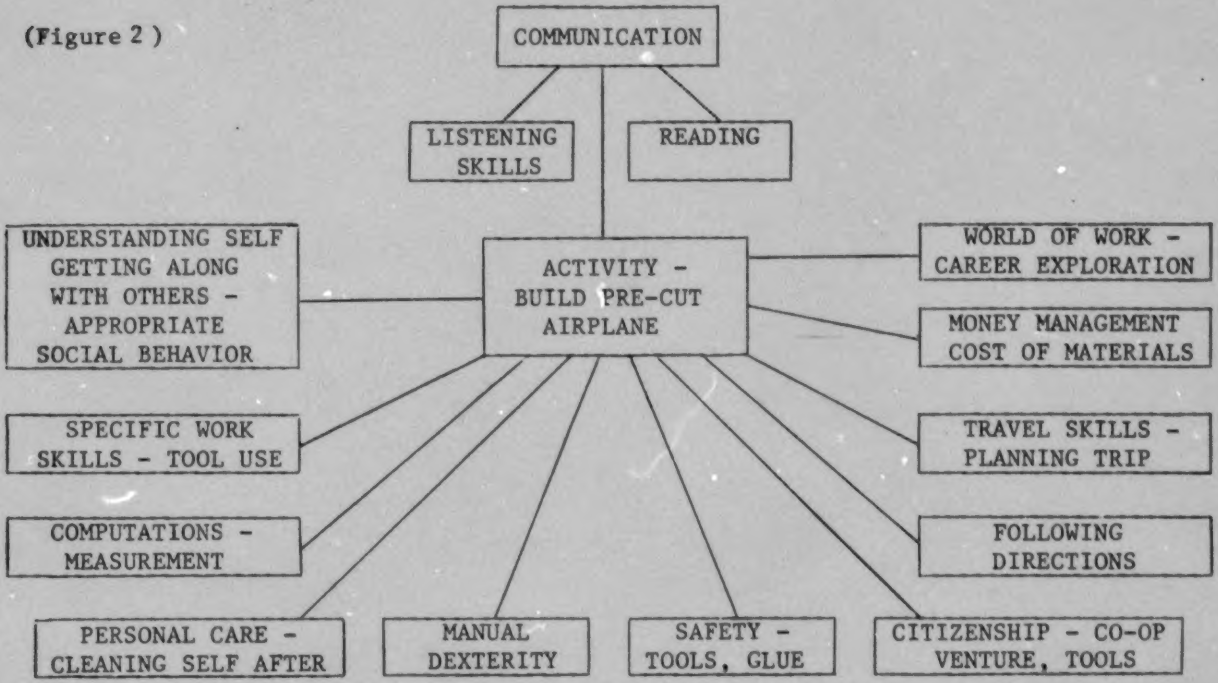
The teacher, in examining the level at which a student performs and the programs he needs, should recognize learning ability is not so much associated with intelligence scores as with motivation and self-image. In designing a program in living/vocational areas attention should also be paid to self-image and the development of assertiveness and motivation, which are necessary pre-requisites for the student to perform adequately. With adequate training, the T.M.H. student will be able to perform at a reasonably high level in personal, social, vocational and allied areas.

INTEGRATED APPROACH TO CURRICULUM

(Figure 1)


COMMUNICATION
WRITE (LIST) LETTER OF THANKS
SPEAKING
VIEWING
READ (LIST) PRICES
UNDERSTANDING SELF GETTING ALONG WITH OTHERS - APPROPRIATE SOCIAL BEHAVIOR
FIELD TRIP TO BUY HOME MANAGEMENT SUPPLIES
SAFETY - COMMUNITY
HEALTH - NUTRITION
COMPUTATION - ADDITION - SUBTRACTION - DIVISION
MONEY MANAGEMENT - BUDGET - PLANNING - SPENDING
WORLD OF WORK CAREER PLANNING - WORKERS' RIGHTS
CITIZENSHIP - TAKING TURNS
TRAVEL (BUS) - PLAN ROUTE
HOME MANAGEMENT - FOOD - STORAGE

(Figure 2)


COMMUNICATION
LISTENING SKILLS
READING
UNDERSTANDING SELF GETTING ALONG WITH OTHERS - APPROPRIATE SOCIAL BEHAVIOR
ACTIVITY - BUILD PRE-CUT AIRPLANE
WORLD OF WORK - CAREER EXPLORATION
MONEY MANAGEMENT COST OF MATERIALS
SPECIFIC WORK SKILLS - TOOL USE
TRAVEL SKILLS - PLANNING TRIP
COMPUTATIONS - MEASUREMENT
FOLLOWING DIRECTIONS
PERSONAL CARE - CLEANING SELF AFTER
MANUAL DEXTERITY
SAFETY - TOOLS, GLUE
CITIZENSHIP - CO-OP VENTURE, TOOLS

GENERAL GUIDELINES TO INSTRUCTION

GOAL PLANNING	Be realistic in planning goals. Do not develop objectives at so high a level that you and the student become frustrated. Review your objectives and if they are too high or low, modify them.
CURRICULUM INTEGRATION	Every attempt should be made to integrate skills and objectives from several content areas by using a thematic approach.
DEVELOPMENTAL LEARNING	Plan your learning experiences so that they are developmental. Always keep in mind the hierarchy of skills.
READINESS	Make sure the student is capable of achieving a task and has the necessary prerequisite skills before you include it in his program.
TASK ANALYSIS	Use the task analysis approach to determine components of tasks. For example, teaching the brushing of teeth may have to be broken into holding a tube of toothpaste, unscrewing the cap, placing the toothpaste on the brush, etc. While teaching the individual steps, do not lose sight of the total task.
PROGRAMMING FOR SUCCESS	Set up your instructional program in small steps so that the student is likely to be successful. Use successful experience to encourage the student to attempt more advanced steps. End each activity with student success.
KNOWING THE TASK	Practise a task unfamiliar to you first before attempting to teach the student. For example, learn how to make a print or sew a button on before teaching these skills.
UNDERSTANDING OBJECTIVES	Let the student know the specific objective on which you are working and why it is necessary. Tell him, "You must know how to regulate the water in the sink so that you can wash your hands and face without burning yourself. Together we'll work on it. First you ..."
BEHAVIOR MODEL	At all times serve as a model of behavior in the way you look, act, talk, walk, eat, etc. Discuss models of behavior frequently.

FUNCTIONAL APPLICATION OF SKILLS	Teach a skill at the time of its functional use. For example, show the student how to wash his hands after he has gone to the toilet. Also, schedule practice sessions at times of functional application. When the student has developed skills in the use of eating utensils, plan parties, invite guests for dinner, and practise during snack and cafeteria times. Schedule practice sessions often.
SKILL DEMONSTRATION	Demonstrate the skill you are attempting to facilitate. Explain what you are doing as you are doing it.
LEARNING RESOURCES	Provide a variety of learning resources, e.g. audio-visual, print and graphics, illustrations.
PANTOMIMED INSTRUCTION	Use pantomime to demonstrate a skill. For example, in pantomime, show the student how to thread a needle and sew on a button. This approach helps to isolate the required movements; it also is an enjoyable activity.
ACTIVITY GUIDE	Physically guide the student through an activity whenever he is unable to do the activity by himself. If the student is unable to cut with scissors use a part of training scissors and guide him through the activity. In writing activities, hold the student's hand and the pencil and move his hand in the desired pattern, fading assistance. Whenever you physically guide a student through an action or a series of actions, encourage him to remember how his body feels when he moves in a specific way.
PRACTICE	Practise a task often. Even after you are convinced that the student has mastered a particular skill, practise and reinforce periodically. Schedule practice sessions which are novel and interesting.
DISCUSSION	Provide many opportunities for students to practise oral communication.
VARIETY	Vary activities whenever possible; take advantage of the motivating effects of surprise, suspense, and novelty.
ROLE PLAY	Use role playing, puppet play, and creative dramatics to stimulate real experiences and to practise skills.

ACTIVITY ALTERNATION	Alternate quiet activities with activities involving gross motor actions. This alternating of activities acts as a motivating factor and as an aid to classroom management.
FLEXIBILITY	Demonstrate flexibility in carrying out lesson plans. If an unexpected situation that requires immediate attention on your part occurs, change your schedule. Seize the moment to teach because you may not get a good opportunity for a long time. Do not wait to create an artificial situation, but react when the real situation occurs.
STUDENT PARTICIPATION	Encourage active participation by all students throughout each class period.
INDIVIDUALIZED INSTRUCTION	Individualize instruction, because there is such wide diversity in T.M.H. classrooms that personalizing instruction is essential. Remember that individual programs can be implemented and can be successful within a group setting.
GENERALIZATION	Eliminate some of the problems involved with transferring learning from one area to another by using relevant materials for teaching specific skills. For example, working with sensory motor materials have students use various sizes of real nuts and bolts for sorting exercises, instead of colored blocks.
RECORD KEEPING	Accurate and up-to-date progress records should be kept for each student on all program aspects.
RELEVANCY	Use current materials, toys, games, television shows, records, etc. to motivate the student. Dancing to a current favorite top tune usually will be more stimulating than dancing to "The Nutcracker Suite". Select activities with reference to the student's needs and the long term goals of the program.
GEOGRAPHIC AREA	Take into consideration the geographic area in which the student lives and its impact on the program. Lessons designed to facilitate travel skills in the use of the rapid transit only make sense when this mode of travel is part of the student's environment.
INTERESTS	Relate instruction to the student's interests wherever possible.

PAST EXPERIENCE	Inquire about the experience the student has had whenever possible. Talk to his parents, guardians, or past teachers. References to these experiences often will provide the needed motivation for lessons.
DIVERSITY	Discover and use materials and activities from other disciplines. Music, art, dance, and physical education activities can serve to stimulate different students. Incorporate these activities whenever possible. If your educational and experimental background is limited, use available resource personnel.
SAFETY HAZARDS	Be aware of potential safety hazards in all activities.
COMMUNITY RESOURCES	Become familiar with community resources and use them as learning stations. Make the entire community your classroom or learning area. The neighborhood supermarket is the best place to facilitate learning the purchase of foods. The office building and the department store offer opportunities in learning to use elevators, revolving doors, automatic doors and washrooms.
RESOURCE PEOPLE	Seek the help of resource people who can enrich the educational program. For example, store managers, bus drivers, firemen, policemen, and road repairmen can not only provide interesting demonstrations and lectures but also may allow you the use of their facilities so the student can have first hand experiences.
LEARNING AREA	Make your learning area as attractive and pleasant as possible. Beware, however, of the dangers of overstimulation. Make your room interesting with plants, animals, books, toys and games that are motivating. Change the environment frequently.
WORK DISPLAYS	Display the students' work on bulletin boards, in display cases, and at school exhibits. The joy and pride are reinforcing.
PROGRESS CHARTS	Construct charts that graphically demonstrate student progress and accomplishments.
MAINTAINING DISCIPLINE	Make sure that the students know the rules and the consequences of breaking them.

COMMUNICATION	Use your voice and gestures as a means of communicating your feelings and wants to the students. Show honest emotion. Be aware that monotonous voice patterns turn a student off.
DIRECTIONS	Be explicit in your directions and commands. Be sure the student knows exactly what behaviors are expected. Classroom organization, behavioral management, and success of student performance are, to a large degree, dependent on the instructor's explicitness.
ROUTINES IN LEARNING	When dealing with an activity that has several steps, establish a routine for the student to follow, "First you do this, then this, etc ...". Practise the steps in sequence.
DAILY PLANNING	Have enough activities and materials available so that students are usefully employed throughout the day, including after the time assigned work is completed.
SELF DIRECTION	Have students assume increasing responsibility for behavior and for selection of activities.
IMMEDIATE FEEDBACK	Provide the student with immediate feedback of results. Mark written work immediately if possible and review when necessary. Do not allow students to practise incorrect procedures or responses.
CORRECTION	If a student is behaving or performing inappropriately or incorrectly, correct him in a positive manner. Say, "This is the way to play the game". Simultaneously demonstrate the desired behavior.
ENTHUSIASM	Show enthusiasm when a student progresses or attempts to comply with your requests. Remember that what may seem to you like very little progress may be a giant step for the student.
OVERPROTECTION	Do not overprotect the student. Allow him to participate in a variety of situations and activities.
POSITIVE THINKING	Think positively. If you believe that the student will succeed, you will search for new and creative ways to facilitate his progress.

PEER INTEREST	Encourage the student's interest in the welfare of his peers. Make him aware of a peer's illness and the need to send a get well card. Match students with different skills so that they can assist each other.
PEER TUTORING	Organize your lessons in such a way as to take advantage of the benefits of peer tutoring and buddy systems. The student may learn a skill more readily when it is demonstrated by a peer.
PEER REINFORCEMENT	Show the student's peers how to behave in reinforcing ways. Encourage them to reward the student's desirable behaviors.
RESPONSIBILITY	Assign the student a classroom responsibility no matter how severe his handicap and no matter how small the task. Program and teach responsibility from the beginning. Students should be responsible for looking after their own materials and possessions.
INTEGRATION	Involve the student wherever possible in activities with peers in other classes. The handicapped student can usually participate in some way with regular class student, e.g. art, music.
APPEARANCE	Program at all times to help the student look and act as normal as possible. If the student looks and behaves in deviant ways, he will be stigmatized.
COOPERATION	Seek the cooperation of other teachers, parents, professionals and para-professionals. Bus drivers, school custodians, and community helpers can assist immeasurably in normalizing the lives of your students.
CONSISTENCY AND STRUCTURE	Enhance the learning environment by basing your classroom expectations on consistency and structure. For example, provide explicit rules of behavior as well as consistent consequences.

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INTRODUCTION

The Living/Vocational Skills section is intended to develop skills and attitudes which will enable the trainable mentally handicapped student to function as optimally as possible in his own home, within the school, and in the community. It is student rather than content centered. Ten topics of instruction to facilitate the learning of practical skills are included: Understanding Self and Getting Along with Others, Travel, Health, Safety, World of Work, Home Management, Money Management, Motor Development and Physical Activities, Fine Arts and Individual Expression and Citizenship and Individual Responsibility. For each topic of instruction there are student objectives which are developmentally sequenced in four levels. Individual variables must be considered when implementing the guide, e.g. the present ability level, learning styles, traditional/single parent families, rural/urban settings.

Strategies are suggested for implementing the objectives; however, these are not all inclusive. They provide a sample activity which may be used to teach a certain objective and should be adapted or changed to fit the individual student and utilize local resources. Skills should be taught in their natural setting as much as possible; one way of doing this is by using the integrated approach to curriculum (see the Introduction and Philosophy and General Guidelines to Instruction).

The following specialized strategies appear in the guide:

Reward: Students will learn more rapidly if they are reinforced for their efforts. Positive reinforcement will vary with the student's age and needs. Young children, for example, require tactile, tangible reinforcers paired with verbal praise. As the student progresses it is expected that he will work for praise, or more delayed and less concrete reinforcement such as special privileges.

Task Analysis: The steps involved in a task should first be determined precisely, then taught, chaining them together into the original task desired of the student.

Shaping: The student should be rewarded for successive approximations of the behavior required. A shaping procedure may require that the behavior be task analysed first.

Prompting and Fading: Two types of procedures are included in prompting. The first requires the teacher to physically guide the student, e.g. lead a child to the desired object. The second is a verbal or visual cue which aids the student in performing the behavior, e.g. using a gesture when being called. Often both types of prompts are combined, i.e. physical and verbal. It is important that the student be rewarded even though he is being assisted.

Fading refers to the removal of a prompt. This should be done gradually as the student becomes more independent in his performance.

Materials are listed to aid the teacher in implementing the strategies. Although a particular material may be recommended for a number of strategies, it is listed only once in each subsection. It is recommended that materials used be relevant and practical for the student so that transfer and generalization of skills are optimal, e.g. use the student's clothing to teach color rather than using colored cubes.

The appendix section contains an overview of all objectives with a page reference to the guide, a student profile/checklist to facilitate assessment/placement of the student, and a list of resource materials.

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

Level 1

A. Knowledge of Self

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
1. Personal Characteristics: The child:		
Responds to name when called.	Call child by name at every opportunity. Initially, physically assist child to respond to name, e.g. turn head so that eye contact can be made.	Portage Guide to Early Education.
Demonstrates some awareness of what belongs to him.	When child receives object emphasize, "This is (child's name)". Occasionally ask child "Whose is this?" Encourage him to indicate "mine", verbally or non-verbally.	
2. Physical Self: The child:		
With assistance, indicates some of the body parts related to the five senses, e.g. nose, mouth, ears.	Points to nose on self as you say "nose". Put child's finger on his nose, have him repeat "nose", etc.	
With assistance, indicates some common body parts.	Use nursery rhymes, simple songs and action songs to teach to identify body parts, e.g. "Tommy Thumb", "This Little Pig".	
With assistance, recognizes self in mirror and/or familiar photograph.	Hold child in front of mirror; say, "Look at ____". Occasionally ask, "Who's that?". Gradually fade prompts.	Mirror.

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS
Level 1
A. Knowledge of Self

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The child:		
With assistance, responds to pictures of babies.	Show child pictures of babies (not necessarily familiar); say, "Baby".	Pictures of babies.
3. Emotional Self:		
The child:		
Responds to emotions, e.g. happiness, anger.	Make eye contact. Share emotions with the child. If he has made you happy, tell him; give him a smile, a hug, play games which make him laugh. If child has made you angry make sure he is aware of it. Stop the action which is causing your anger by saying "No" or by physical direction if necessary.	
Relaxes large muscles in response to external stimuli, e.g. music, rocking.	Lay child in prone position on favorite blanket. Raise arm up and lower. Raise leg up and lower. Physically assist until child can do it on own.	Exercises for Your Baby.
	Play movement/trust games to music or singing, e.g. "Rock-a-bye baby.	Lullabies From 'Round the World.
	Use a variety of textured materials and rub gently on different parts of the body.	Fur, feathers, crazy foam, silk, flannelette.

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS
Level 1
B. Social Relationships

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
1. Needs and Motivations:		
The child:		
Makes needs known.	Encourage the child to indicate when he is hungry, etc. Reward his ability to express his needs by satisfying them, e.g. if he is hungry, give him something to eat.	
Identifies familiar person to whom needs can be expressed.	When feeding child etc. verbalize who is helping him.	
With assistance, satisfies some of his own needs, e.g. hunger, thirst.	Assist child to get things which will satisfy his needs: if thirsty, get a glass of water, etc. Encourage child to do something for himself.	
2. Factors Affecting Relationship:		
The child:		
Recognizes some familiar people, e.g. parents, aunts, uncles.	Have child practise saying "Mommy" and "Daddy". Direct child to "Go to mommy" or to "Come to daddy".	
With assistance, recognizes some familiar storybook or television characters, e.g. Donald Duck.	Familiarize child with common characters. Read picture stories with familiar characters to child. Use puppets. Talk to child when watching television.	

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS
Level 1
B. Social Relationships

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
3. Handling Social Interactions:		
a. Expressive Communication Skills:		
The child:		
Communicates, using facial expressions and a limited form of verbal expression.	Encourage child to verbalize needs and wants. Name things that he comes in contact with e.g. mommy, daddy, baby, dog. Respond to facial expressions, e.g. smile back when he smiles at you. Model exaggerated facial expressions to indicate likes and dislikes.	
Communicates feelings in a variety of ways, e.g. laughs cries.	Be responsive to feelings: find out reason for child's crying. Laugh along with him; encourage him to try to indicate, verbally or non-verbally, how he feels.	
b. Receptive Communication Skills:		
The child:		
Responds to both verbal and non-verbal communication, e.g. laughs when tickled, stops when directed.	When tickling child, exaggerate facial and verbal expression: laughing loudly and smiling widely. When child is doing something that you want him to stop, say "No": accompany with shaking of head, gestures, and physical direction.	

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS
Level 1
B. Social Relationships

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
c. Problem Solving and Decision Making:		
The child:		
Accepts choices made for him, e.g. putting limits on actions, choices regarding personal safety.	When child does not respond appropriately try to explain in simple terms why the decision was made.	
Seeks help when frustrated.	When child attempts to do something, assist only when necessary.	

TRAVEL
Level 1
A. Ways to Travel

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The child:		
Identifies the family vehicle.	Provide opportunities for the child to participate in travel in the car, e.g. shopping trips. Verbalize getting into the car and going for a ride.	
	Take the child for a walk in front of the house with the family vehicle in view and have him locate it.	
Demonstrates initial understanding of travelling.	Provide opportunities for the child to participate in travel expeditions with family members, e.g. shopping, visiting.	
	Verbalize procedures about getting ready for travel, e.g. "Find your coat - we are going for a car ride".	
Follows established routine for riding in vehicle.	Use consistent procedures for riding in a car, e.g. place child in a car seat; ride in the back seat of car. Verbalize these procedures.	

TRAVEL
Level 1
B. Travel Skills

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The child:		
Responds when spoken to directly.	Establish eye contact with the child. Interact with him in a variety of stimulation activities. Play games requiring simple modelling actions, e.g. "Pat-a-cake". Physically assist the child if necessary.	Loving and Learning: Interacting with Your Child from Birth to Three. Portage Guide to Early Education. Exercises for Your Baby: Baby Learning Through Baby Play: Parent's Guide for the First Two Years.
Identifies some toys associated with travel, e.g. truck.	Play locating games where the child must find a certain toy vehicle. Have vehicular ride-on toys and a wagon available for the child to play with. Verbalize going for a ride, and give him rides.	
Differentiates between buses and other vehicles.	Encourage child to play with a number of toy vehicles, e.g. cars, trucks. Have the child select and give you a bus. Start by having only one, and then increase the number of toys so the child is selecting from a group of 3 or more. Show pictures of vehicles in a picture book. Have the child point to the vehicle that you name.	
Finds way around house and yard.	Encourage child to explore the house and yard with supervision. Verbalize places and items he shows interest in.	Wabash Guide for Early Developmental Training.

TRAVEL
Level 1
B. Travel Skills

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The child:		
	Play locating games with the child. Start by handing a ball to the child, and have him give it to you. Gradually move objects out of his reach and increase the number of objects and locations. Verbalize. Physically assist the child if necessary.	
Differentiates between home and other places.		
With supervision, practises some safety rules, e.g. does not run into street.	Take child for walks along the sidewalk, to the playground. Verbalize that the safe area is the sidewalk, and that streets are for cars. Establish consistent rules for walking. Reinforce appropriate behavior.	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The child:		
Accepts food.	Make sure food offered at meal time is swallowed. Introduce new foods gradually. See Home Management, B. Food.	Feeding Your Child.
Identifies some items that are edible.	Use correct names of foods, e.g. milk, apple, toast, cracker, when offering food to child.	
Expresses need to eat by gestures, vocalization, searching for food.	Introduce the word "eat" very early. Keep appropriate foods where they can be pointed to so child will make proper association.	
Identifies one or more familiar foods.		
Eats a variety of foods.	Plan a balanced diet and present a wide range of foods at meal-time, insisting child "taste" new foods from time to time.	Canada Food Guide. Department of Agriculture Materials.
Accepts quantity control of food consumption.	Use personal judgement in ensuring child takes nourishment but limit quantity if there is a tendency to overeat.	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
1. Knowledge of Body:		
The child:		
With assistance, identifies some body parts.	Point to head, hand, etc. Ask child to do so on self, parent, toys, pets. Sing simple songs that identify body parts. See Understanding Self, 2. Physical Self.	
2. Care of Body:		
The child:		
Assists in washing, drying self, e.g. bath.	Establish washing routines. Use a soft cloth. Physically assist the child until he can do it himself.	Portage Guide to Early Education. Training Retarded Babies and Preschoolers.
	Make bathtime fun. Provide toys and use shallow warm water with a nonslip mat. Bathe with your child.	Bath toys, soap crayons, foam shapes.
Cooperates while teeth are brushed.	Use flavored/colored toothpaste. For resistent children use a cotton swab and later pair with a toothbrush. Model spitting.	
Imitates hair brushing.	Use a soft brush. Have child brush your hair.	
	NOTE: It is easier for a child to brush short hair.	
	NOTE: Do not begin toilet training until the child exhibits sufficient muscle control and stays dry for 1 - 2 hours.	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The child:		
Complies with toilet training schedule.	Toilet only in the bathroom. Devise a chart that includes meaningful daily routines (meals, juice time) as well as time intervals of elimination. Use chart information to establish toileting times. Use adapted toilet seats or "potty". Give child his favorite toy when sitting on potty.	Toilet Training the Retarded.
Associates rest with a specific location: crib, mattress, etc.		
Begins to indicate area of discomfort, e.g. wet pants.		
3. Drugs and Alcohol:		
The child:		
Accepts medication as administered.		

HEALTH
Level 1
C. Community Health Services

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The child: Accepts "health helpers", e.g. nurse, doctor.	Visit various health services with the child.	

SAFETY
Level 1
A. Home and School

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The child:		
Begins to demonstrate safe use of play equipment, objects and materials.	Demonstrate and have child observe and participate.	
With assistance, puts toys away.	Provide appropriate storage for toys. Withhold further activity till standard is met.	Shelves, boxes.
Begins to move safely on stairs, landing, etc.	Ask family members to demonstrate care on stairs. Have child climb stairs, using set routine.	
Demonstrates care and safety in use of small objects.	Play games, or action songs introducing the five senses, "Ears are to hear", etc. Teach children not to put small objects in ears, etc.	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The child:		
Begins to practise basic safety rules for walking and playing outdoors.	Demonstrate and have child model. Teach avoidance of dangerous areas and materials in child's environment, e.g. excavations, plastic bags.	

SAFETY
Level 1
C. Recreation

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The child:		
Responds to supervision in recreational settings.	Using peer or parent example insist that safe play be followed. Teach child to stay within required distance of support person.	
Seeks help verbally or non-verbally when hurt.		

WORLD OF WORK
Level 1
A. Career Planning and Awareness

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
1. Why Work:		
The child:		
With assistance, approaches simple tasks.	Physically move child into position to start the task. Provide opportunities for child to carry on simple tasks.	
3. Job Demands:		
The child:		
Complies with simple directions.	Make initial directions lead to pleasurable activities, e.g. go to the cupboard and get out a puzzle. Use physical prompt when necessary. Play simple games such as "Red Light - Green Light".	

WORLD OF WORK
Level 1
B. Specific Work and Allied Skills

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
1. Use of Tools and Equipment:		
The child:		
Manipulates a variety of construction materials, e.g. paper, play dough.	Make available a variety of materials. Demonstrate basic skills and allow child to experiment.	
Plays with simple utensils.		
2. Following Directions:		
The child:		
With assistance, follows one step directions.	Physically move child to position to start the task. Make initial directions lead to pleasurable activities, e.g. go to the cupboard and get out a puzzle. Use physical prompt if necessary. Instruct child to follow simple rules in games and action songs as "Simon Says".	
Identifies significant adults.	Use pictures of parents and others.	Photographs from home.
3. Decision Making:		
The child:		
With assistance, chooses between two given alternatives.	Provide opportunities to choose between extremely different objects, e.g. truck, ball; something child likes/dislikes.	

WORLD OF WORK
Level I
B. Specific Work and Allied Skills

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
4. Independence: The child:		
Demonstrates ability to adjust adequately to people in the home situation, e.g. babysitters, visitors.	Provide opportunities for child to have contact with other people.	

WORLD OF WORK
Level 1
D. Keeping A Job

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
1. Awareness of Responsibilities: The child: With assistance, responds to some routines and expectations, e.g. - distinguishes between day and night - personal hygiene - appropriate interaction - attends to task.		Four Seasons.

HOME MANAGEMENT
Level 1
A. Clothing

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The child:		
Pushes arms through sleeves, legs through pants.	Hold child under elbow or knee to extend arm or leg. Fade physical assistance. Play dressing games.	Records: Self-Help Skills Series; Socialization Skills Adaptive Behavior; Nice 'n Easy; Developing Everyday Skills Series. General dressing references: Training Retarded Babies and Preschoolers. Project Vision-Up Curriculum. Portage Guide to Early Education. Step-by-Step Dressing.
Removes simple clothing, e.g. socks, hat, mittens.	Physically assist the child through the steps. Fade assistance. When removing sock pull it over heel and let child remove it.	Training for Independence.
Undresses self, if zippers and buttons undone.		Zipper frame. Buttoning frame.
Zips and unzips large zipper (without working the catch).	Physically assist the child. Fade assistance. Attach ring to zipper for easy manipulation.	
Unfastens snaps.	Physically assist child, fade assistance.	Snap frame.
Puts on pull-on boots.	Initially use boots that are a size too big. Have child sit on floor. Physically assist the child until he can do it on his own.	

HOME MANAGEMENT
Level 1
A. Clothing

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The child:		
Takes off shoes when laces are untied and loosened.	Have child sit in a position where his feet are on the floor. Push heel off with other foot or hand, then push toe off.	
Demonstrates awareness of some common clothing items.	Play locating game. Ask, "Where are your shoes?" etc. Have child indicate they belong on feet.	

HOME MANAGEMENT
Level 1
B. Food

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The child:		
Chews and swallows solids, e.g. bite-size pieces.	Start with semi-solids. Once child has mastered this try favorite foods. Manipulate mouth gently. Ask child to chew, swallow, etc.	General eating references: Project More Daily Living Skills. Trainable Children: Curriculum and Procedures. Instructional Sequences: Eating. Portage Guide to Early Education. Project Vision-Up Curriculum. Steps to Independence: A Skills Training Series for Children with Special Needs. Early Self-Help Skills.
Sucks with a straw.	Use favorite drink and start with a short straw. Use plastic tubing for straw. Squeeze bottom of straw so child knows what he is going to get.	
Drinks from a cup or glass using two hands, e.g. juice.	Serve a little in a cup. Use a hands-on approach by assisting child to hold cup. Fade assistance. Use a special cup with a lid.	
Feeds self with spoon (some spilling).	Start with foods that will stick to the spoon, e.g. pudding, porridge. Use a hands-on approach when helping child with steps. Fade assistance.	
With assistance, peels fruit with hands, e.g. banana.	Assist child with all steps. Fade assistance.	

HOME MANAGEMENT
Level 1
B. Food

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The child:		
Consumes a meal as offered.	Reinforce eating attempts. Make sure child is presented with a well balanced diet.	Canada Food Guide. Department of Agriculture Materials.
Demonstrates age appropriate table manners.		
Exhibits appropriate behavior while shopping.		

HOME MANAGEMENT
Level 1
C. Maintaining the Home

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The child:		
Recognizes where toys and most familiar belongings are kept.	Have child participate in clean up routines, etc.	
Recognizes familiar housekeeping routines.		

MONEY MANAGEMENT
Level 1

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The child: Picks out money from non-money, e.g. coins and washers.		Coins, washers, tokens, round discs.

MOTOR DEVELOPMENT AND PHYSICAL ACTIVITIES
Level 1
A. Fundamentals of Movement

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The child:		
Demonstrates full acquisition of:		
-head control	Have child watch and follow movement of various objects, e.g. brightly colored objects which make sounds.	PREP: A Pre-school Play Program for Retarded Children. Teaching Your Down's Syndrome Infant: A Guide for Parents. Exercises for your Baby.
-trunk control	Tickle child's tummy to cause him to tighten his abdominal muscles. Alternately, tickle his back to cause him to arch and strengthen back muscles.	
-limb control	Have child swing legs and arms in bicycle movement. Attach ball, rattles to sleeves to increase movement.	Kangaroo ball.
-sitting	Pull the child by the arms to a sitting position; play "Peek-a-boo", making noises, etc., to maintain child's interest.	
-rolling	Place the child on a blanket and gradually lift one end causing the child to roll over.	
-creeping, crawling	Place an object slightly ahead of the child's reach to encourage him to move forward. Use a tunnel; place a favorite toy at the end to encourage the child to crawl through.	
-standing	Place objects up on benches, chairs, tables, etc. so that the child must pull himself up to play with them.	

MOTOR DEVELOPMENT AND PHYSICAL ACTIVITIES
Level 1
A. Fundamentals of Movement

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The child:		
-walking	Place child in jolly jumper, walker, etc. to straighten legs, and introduce him to movement in the upright position. Support the child by holding his hands as he walks. Have child hold one end of intermediary object such as a towel, rope, bar, etc. to support his walking. Gradually fade support.	
-stooping, crouching	Place the child's favorite toys on the floor so that he must bend down to reach them.	
-climbing on	Start with a box of hip height. Demonstrate action of climbing on. Have child try; guide child's body parts to assist him. Gradually increase height of box as ability increases.	
-jumping	Hold child's hands and "jump" with him. Let him try it on his own - help him by holding on to his waist and fling him off the ground when you say "jump". Have child jump up to touch something, e.g. your hand, a toy held up, etc.	
-grasping and dropping objects	Demonstrate dropping objects. Have child drop objects, e.g. foam/cloth ball, etc. into a shoe box.	

MOTOR DEVELOPMENT AND PHYSICAL ACTIVITIES
Level I
A. Fundamentals of Movement

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The child:		
-rolling objects	Physically assist child in rolling a ball. Have him sit between your legs on the floor and roll to a partner. When child understands, have him roll it to you. Give opportunities to roll other objects, e.g. cylinder, tin cans.	
-trapping objects	Physically assist child to "trap" thrown or rolled object as it is thrown to him. Sit opposite child. Roll ball to him. Encourage him to catch (trap) the ball and send it back.	
-protective extension.	Place the child on a slightly deflated beach ball. Holding the child's hands pull him forward and extend his arms to the floor in front of the ball.	
Demonstrates rudimentary acquisition of skills related to:		
-running	Use a ramp to encourage a fast walk. Face the child holding hands and then run backwards pulling the child forward. Play chasing games with child. Say "I'm going to catch you". When child is caught swing him up in the air or something else which he will enjoy so that he will run again.	

MOTOR DEVELOPMENT AND PHYSICAL ACTIVITIES
Level 1
A. Fundamentals of Movement

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The child:		
	Do activities such as short races, hurrying to retrieve objects, follow the leader, chases, catch me games, etc.	
-kicking	Have child stand back from a stationary ball, walk forward and kick the ball. Increase distance, have him run forward and kick the ball; then run after it and kick it again.	
-throwing	Have child stand facing the wall and throw the ball from the shoulder; then hurl the ball. Ensure that feet are in opposition.	
-catching	Have assistant or second instructor toss a large ball. Stand behind the child, hold his arms out to receive the ball. Reduce assistance until the child traps on his own. Stress keeping eyes on the ball.	
-use of slide	Have child sit between legs and slide down with him. Accompany motion with voice and physical contact which shows enjoyment. Sit the child at the top of the slide and push/pull him down, maintaining contact until he reaches the bottom. Gradually fade pushing and contact.	

MOTOR DEVELOPMENT AND PHYSICAL ACTIVITIES
Level 1
A. Fundamentals of Movement

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The child:		
-use of wagon	Pull the child around in the wagon, or have him pull his favorite toys, objects, friends, etc. in the wagon. Have child pull the wagon around obstacles.	
-tricycle riding.	Have child sit on the tricycle. Place hands over the child's hands to assist steering and push the tricycle forward. Help child manipulate his feet on the pedals. When the child keeps his feet on the pedals and attempts cycling action, reduce assistance. Pull the child on the tricycle with a rope.	
B. Games and Activities		
The child:		
Uses some community outdoor playground equipment, e.g. swing, slide bars.		

MOTOR DEVELOPMENT AND PHYSICAL ACTIVITIES
Level 1
C. Skills Related to Games and Activities

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The child:		
Demonstrates some ability to attend to task being presented.	Provide physical assistance and prompting as necessary.	
Responds appropriately to the instructor.	Provide a free play, "fun" atmosphere. Give positive reinforcement for appropriate responses.	
Imitates appropriate social behavior or courtesies, e.g. please, thank you.	Model, use and emphasize appropriate courtesies. Reinforce appropriate behavior.	

FINE ARTS AND INDIVIDUAL EXPRESSION
Level 1
A. Crafts, Hobbies and Activities

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The child:		
Scribbles.	Provide child with opportunity to scribble on large sheet of paper, blackboard, etc.	Perceptu-motor pen. Large felt pens, crayons.
Participates in a sensory awareness program.	Arrange the child's environment so he will encounter a variety of textures/visual stimuli.	Portage Guide to Early Education. Infant Stimulation. Exercises for Your Baby.
	Use a puppet to play contact games, "Where did the puppet touch you?" Use a piece of tape as a marker if child has difficulty.	Soft blankets, fur, lotions, crazy foam, sand and sandpaper, water, foam mats.
	Play "Find the toy" in buckets of sand, styrofoam.	
	Make boxes for crawling through.	
	Play "Locating the sound" games, e.g. bell, shaker, drum.	
	Play smell/taste games.	
Plays with blocks and simple toys.	Physically assist the child; fade assistance. Play modeling games.	Wooden blocks, wagon, pull toys.
Demonstrates a preference according to color.	Allow the child to choose a toy for special occasions.	
Stacks simple toys, e.g. cylinder and rings.	Physically assist the child. Be sure to choose toys that are durable and not frustrating for the child. Work with one toy at a time so the child is not distracted.	Cylinder and rings. Block barrels. Wooden puzzles. Activity Centres.

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The child:		
Responds to music, e.g. smile, vocalization.	Provide a variety of listening experiences for the child, e.g. bells, drums, wind-up toys, records with simple songs, beats. Sing nursery rhymes to child. Provide both active and quiet music selections.	Records: Hap Palmer records; Tom Thumb Early Learning Library; Developing Everyday Skills Series.
With assistance, participates in some simple musical games.	Play simple musical games with the child, e.g. "Ring Around the Rosie", "London Bridge". Help child to learn the actions, physically guide him to the proper place.	
With assistance, claps hands, imitating adult.	Demonstrate clapping motion.	Crib Mobile, Wind-up musical toys, radio.
With assistance, begins to use some rhythm instruments.	Show child how to use sticks, drum, tambourines, etc. Manipulate child's hands to help him perform movements.	
With assistance, stamps feet while sitting.	Stamp feet, then ask child to do it. Help him respond by moving his feet.	
With assistance, moves in time to repetitious beat.	Play record or tape with definite beat. Have child march, clap, etc. in time to it. Manipulate body parts in order to help get desired action.	
With assistance, participates in some group songs and action songs.	Sing songs as part of daily routine. Encourage child to join in. When doing a particular activity sing "This is the way we . . . ".	

FINE ARTS AND INDIVIDUAL EXPRESSION
Level 1
C. Drama

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The child:		
With assistance, attempts to imitate simple actions.	Use action songs and nursery rhymes.	
With assistance, attempts to imitate simple sounds.	Introduce a variety of sounds and have child try to imitate.	

FINE ARTS AND INDIVIDUAL EXPRESSION
Level 1
D. Recreation

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The child:		
Entertains self playing with toys for increasing periods of time.	Provide situations for the child to participate in.	
Follows/imitates other play activities.	Have another child or adult demonstrate how to play with specific toys. See if child can play with it on his own. Provide help when necessary.	

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY
Level 1
A. At Home

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The child:		
Identifies some areas and items in the home environment, e.g. bathroom, toys.	Play locating games, progressing from having child reach for familiar toys to asking him to find hidden items, or other rooms. Physically assist child if necessary.	
Differentiates between immediate family members and others.	Provide experiences with a variety of children and adults other than immediate family, e.g. a regular babysitter, playtime with neighbors. Verbalize the other person(s) names to the child.	
With assistance, practises social amenities appropriate for age, e.g. greets, comes when called.	Pair verbal word/phrase with body movement. Physically assist (as in hand wave of bye-bye) until the child models the behavior.	
With assistance, follows family rules applying to self.	Have a set of family rules with consistent consequences.	

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY
Level 1
B. At School

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The child:		
Identifies some areas and items in daily environment.	Play interaction games involving locating objects within reach. Provide assistance if necessary. When dressing the child label the items and play reach-for games. Initially hold clothing within reach: gradually move farther away so the child must seek it. Pair specific activities with the room in which they belong, e.g. "It is nap time - go to your room": "It is supper time - go to the kitchen".	
With assistance, accepts daily routines and expectations.	Have child participate in daily routines applying to self, e.g. snack time, washing hands. Verbalize actions.	
With assistance, follows rules applying to self.	Have a set of rules with consistent consequences. Remove child when he breaks rule: praise him when he follows rule. Verbalize actions and consequences, e.g. "Good playing John".	
Plays in small group.	Encourage child to play with other children, using toys from a toy box.	
With assistance, carries out simple class chores/errands.	Provide opportunities for the child to assist in simple chores, e.g. helping to pick up toys, delivering items to a familiar person. Physically assist if necessary.	

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY
Level 1
C. In the Community

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The child:		
Responds in a positive manner to uniformed community helpers, e.g. nurse, policeman.	Have child regularly visit doctor, dentist and public health offices.	
	Arrange for a visit from policeman, fireman, or join a nursery or kindergarten class when they have visits from uniformed helpers.	
	Show pictures of uniformed community helpers.	
Responds to authority of adults.	Have child follow simple commands given by adult.	
	Give opportunities to the child to interact with a variety of adults other than parents, e.g. babysitter, parents' friends.	
With assistance, identifies own home.	Take the child for a walk outside the house and point out major landmarks, e.g. a tree, sidewalk. Have child find door to own house.	

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY
Level 1
D. Environmental Education

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
1. Ecology:		
The child:		
Recognizes familiar animals, e.g. pets.	Play locating games. Have child find pet both in and out of view.	
	Show child pictures of pets or common wild animals.	
Interacts with pets.	Have child assist when feeding a pet.	
	Have child find and bring the pet's grooming articles.	
	Demonstrate how to pet an animal and have child model.	
With assistance, identifies a mother animal.	Visit a dog and puppies, a cat and kittens. Point out which one is "mother".	
	Show pictures of mother animals with their young.	Baby's Farm Animals (cloth book).
Recognizes some familiar plant forms, e.g. tree, grass, flower.	Take child outside and point out different plant forms he shows interest in. Play locating games, e.g. "Sit on the grass", "Run to the tree".	
	Show pictures of plant forms.	
With assistance, identifies some familiar fruits.	Offer fruit to the child during snack time (preferably raw fruit). Label the fruit for the child.	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The child:		
	Play locating games using plastic models. Have one piece of fruit on the table and have child give it to you. Increase the number until he selects from a variety of fruits.	
Identifies water.	Provide water-play experiences, e.g. swimming pools, filling a glass in a sink or tub, pouring and filling activities.	Household items: plastic dishes, different plastic containers, spoons, plastic toys, etc.
Identifies soil.	Provide different soil-medium experiences, e.g. sandbox, helping with outside garden work.	
Identifies own yard.	Lead child around immediate yard area and label items of interest. Play locating games, e.g. "Touch the tree", "Sit on the grass". Have child play in own yard with supervision.	
3. Energy:		
The child:		
Demonstrates rudimentary understanding of hot and cold.	Pair concrete objects with either hot or cold; cold: snow, ice cream; hot: oven, heated items of food.	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The child: Differentiates between light and dark.	Pair specific activities with light or dark: light: closing curtains when sun beams in, getting dressed: dark: turning on lamps, going to bed. Label the activities for the child and indicate whether it is light or dark.	
4. Pollution:		
The child: With assistance, disposes of litter.	Have child put discarded items in the garbage can. Demonstrate correct use of disposable items.	
Demonstrates a variety of responses to differing levels of sound.	Provide a variety of listening activities, e.g music, talking. Use various household appliances in child's presence. Play with different noise making devices, e.g. bang toys, rhythm instruments.	
5. Conservation:		
The child: Reacts to meaning of "all gone".	Pair specific activities with the verbalization "all gone", e.g. empty glass, empty plate.	

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS
Level 2
A. Knowledge of Self

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
1. Personal Characteristics:		
The child:		
With assistance, states name and age.	Ask "What is your name?" and "How old are you?". Prompt if necessary. Praise correct responses: gradually fade prompts. Celebrate birthdays, emphasize age at each birthday.	General Reference: Wabash Guide for Early Developmental Training.
With assistance, states names of some family members and friends.	Introduce children to each other at start of year. Encourage them to call each other by their names. Teach child parents' names; explain idea that he calls them "Mom and Dad" but that they also have other names. Have child repeat their name on occasion.	
With assistance, recognizes school and home by sight or photograph.	Have child bring photo of his home and put on display. Have each child pick out his house from those displayed. Walk around school. Draw attention to how the school looks, color, name, etc. Display photo of school in classroom.	Photos of houses. Photo of school.

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS
Level 2
A. Knowledge of Self

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The child:		
With assistance, recognizes own property by sight.	Set aside cubbyholes and drawers for child to keep own belongings. Have him label all belongings.	
Demonstrates preference in choice of toys.	Give opportunity for free play activities. Have a variety of toys available. Help child to choose toys.	Variety of toys.
2. Physical Self:		
The child:		
With assistance, identifies body parts related to the five senses.	Have child touch body parts as you do and repeat their names: eyes, ears, etc. Show pictures of people; have child point out nose, eyes, ears, mouth, fingers. Have child identify body parts on doll.	Photos of people. Five Senses Poster Set.
With assistance, identifies some common body parts.	Sing action songs, e.g. "Hokey Pokey", "Do Your Ears Hang Low". Play "Simon Says".	Peabody Level 'K', Mannekins. Peabody Early Experiences Kit (tapes). My Face and Body (flannelboard).
Recognizes self in mirror and photographs.	Show group photo to child, have him pick out self in picture. Stand in front of mirror; ask child to identify image in mirror.	 Mirror.
Responds to pictures of babies, old people (grandmother).		

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS
Level 2
A. Knowledge of Self

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The child:		
With assistance, states own sex.	Tell child "You are a boy/girl", then ask "What are you, a boy or a girl?".	
With assistance, identifies actions requiring privacy.		
3. Emotional Self:		
The child:		
Interprets some facial/body language.	Share feelings and emotions with the child; tell him how you are feeling and why. Have him mimic your facial expressions: "Show me a happy face": "Show me an angry face". Look through magazines with child to find pictures which depict these emotions.	
Relaxes large muscles in response to external stimuli, e.g. music.	Physically assist child to tense/relax muscles or have him model your actions. Start with gross motor areas before fine motor areas, e.g. legs, arms. Play quiet music during rest-time.	Relaxation - A Comprehensive Manual for Adults, Children and Children with Special Needs. Sandman's Land (tape). Peace, Harmony and Awareness (record).
With assistance, indicates reasons for present emotion.	When child displays specific emotion ask him to tell you why he is feeling that way, "Why are you crying?", "What are you laughing at?", etc.	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
1. Needs and Motivations:		
The child:		
Expresses certain needs in daily situations.	Encourage child to express his needs. When you notice that a child seems uncomfortable in some way encourage him to verbalize the problem, e.g. "Are you hungry?", "Do you have to go to the bathroom?"	
Identifies familiar person to whom some needs can be expressed, e.g. parents, babysitter, teacher.	If child needs something that you cannot provide, direct him to the person who can help.	
With assistance, satisfies some of own needs, e.g. hunger, thirst.	Encourage child to satisfy own needs. If he wants something and can get it on his own, have him do so. Praise child when he takes initiative to help himself.	
2. Factors Affecting Relationship:		
The child:		
With assistance, recognizes some familiar and unfamiliar people with respect to age, in terms of baby, mom, dad.	Show child pictures of people in different age groups.	
With assistance, recognizes role of some familiar and unfamiliar people, e.g. parents, teachers, policeman.	Show child pictures on which the role of the person involved can be determined by the setting, e.g. clothing, background.	

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS
Level 2
B. Social Relationships

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The child:		
With assistance, identifies some familiar storybook or television characters.	Read stories to children and look at pictures together. Watch appropriate television programs. Use storybook characters in displays around room. Have child play with dolls and doll house.	
3. Handling Social Interactions		
a. Expressive Communication Skills:		
The child:		
With assistance, communicates in a number of ways.	Provide child with opportunity to communicate through the use of puppets. Use tape recorder to tape the child saying his name to begin with; play it back.	Tape Recorder. Puppets.
With assistance, communicates with others, using socially acceptable behaviors e.g. no interruptions.	Utilize Magic Circle at the appropriate level to teach these skills. Have "Show and Tell" or "News" each day: everyone can have a turn and other children must listen.	

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS
Level 2
B. Social Relationships

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The child:		
Asks questions.	Demonstrate questioning techniques incidentally. When child is telling you something encourage more explanation by asking "Why did you do that?", etc. Allow and encourage child to question you.	
Communicates feelings in a variety of appropriate ways, e.g. laughs, cries, speaks.		

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS
Level 2
C. Handling Social Interactions

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
b. Receptive Communication Skills:		
The child:		
Responds to communication, both verbal and non-verbal, e.g. laughs when something is funny.	Demonstrate appropriate response to situation; exaggerate feelings so that child will respond, e.g. when something is funny, laugh out loud.	
	Use funny books and records to develop sense of humor.	
c. Problem Solving and Decision Making:		
The child:		
Responds appropriately to choices made for him.	Praise child when he responds appropriately.	
	When response is inappropriate, try to explain reason for decision. Occasionally allow child to make a wrong decision for self so that he will see consequences.	
Resolves some minor conflicts, e.g. sharing toys, but appeals for help when necessary.	Praise child when he resolves conflicts.	
	Provide assistance when necessary.	

TRAVEL
Level 2
A. Ways to Travel

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The child:		
Identifies some vehicles.	Play locating games with the child where he must find you a specific vehicular toy model.	Large Knobbed Puzzle (transportation).
	Have child experience different modes of travel, e.g. a bus trip, a boat ride.	Toy garage, etc.
	Have child participate in action songs about vehicles. Show picture of vehicle before starting the song.	
Demonstrates initial understanding of travelling.	Provide opportunities for child to participate in travel expeditions with family members, e.g. shopping, visiting. Verbalize.	
Identifies driver of the family vehicle, e.g. Mom, Dad.	Verbalize who is driving. Once the child understands "driver" ask him who is driving the car.	
	Show pictures of drivers in storybooks.	

TRAVEL
Level 2
B. Travel Skills

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The child:		
Responds to simple commands related to travel.	Provide opportunities for travel and verbalize essential directions. Play games such as "Red Light-Green Light".	
Identifies objects related to travel, e.g. traffic lights.	Point to pictures in a book and ask for name of object. Play game where child gives you a certain toy, etc. When going for a walk, point to traffic lights, etc.	Early Childhood Traffic Education booklets.
Differentiates between buses and other vehicles.	Play a game where the child must give you pictures of buses. Start with one, gradually add pictures of other vehicles and different buses. Take the child for a ride on city or school bus.	Pictures of vehicles.
Recognizes familiar destinations, e.g. grandma's house, grocery store.	Have child participate in outings to various destinations.	
Demonstrates awareness of appropriate behaviors associated with public places.	Have a consistent set of rules for public places, and verbalize these.	
Demonstrates initial understanding that money is needed for some forms of travel.	Take child for a bus ride; demonstrate depositing fare.	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The child:		
Recognizes that motor vehicles constitute a safety hazard.	Take child for walks where he must cross streets with traffic. Point out the cars, and teach safety in crossing, e.g. watching for cars, holding an adult's hand.	
	Have consistent rules for walking in the neighborhood, e.g. using the sidewalk, not running out into street.	
	Read safety books to the child.	The Accident Kids; Lucky Bus; Safety on Wheels (books).
With supervision, practises some safety rules, e.g. riding in vehicle, walking.	Demonstrate and have child model.	Alberta Safety Council Materials. A.M.A. Materials.

HEALTH
Level 2
A. Nutrition

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The child:		
Discriminates between food and non-food.	Using pictures or food items, have child identify things that can be eaten by family, pets, etc. Use peer and adult observation, role playing, buying foods, and non-foods, e.g. soap, toothpaste, cookies, juice.	Feeding Your Child. Play Store. Home corner.
Identifies most items that are edible.	Always use correct name when presenting food items at snack time. Use simple foods and non-foods, e.g. oranges, cereal.	Department of Agriculture Materials.
Communicates the need to eat.	Teach child how to ask for food when hungry. Request parent cooperation in developing appropriate manner and vocabulary.	
Identifies some foods by name.	Assist child to verbalize preferences.	
Eats a variety of foods.	Encourage parents to cooperate in planning snacks and meals including a broad selection of foods. Continue introducing new foods. Have child participate in food preparation.	Canada Food Guide. Training Retarded Babies and Preschoolers.
Accepts quantity control of food consumption.	Allow reasonable quantity of food for snacks or lunches. Involve parents in establishing such.	

HEALTH
Level 2
B. Personal Care

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
1. Knowledge of Body:		
The child:		
With assistance identifies some body parts.	Use songs and rhymes.	Hap Palmer records.
2. Care of the Body:		
The child:		
Washes and dries hands and face.	Physically assist the child until he can do it himself. Use backward chaining.	Teaching the Moderately and Severely Handicapped.
Assists in bathing/showering, including hair washing.	Have child sit in tub and bend head over to wet hair. Play games with the child so he gets the sensation of having water run over his face/ears. Use tearless shampoo, bubblebath.	
With minimal assistance, brushes teeth.	Initiate teeth brushing routines. Initially let child do preparation and clean-up. Physically assist child; fade assistance.	Instructional Sequences: Grooming and Toileting, p. 27.
With assistance, brushes hair.	Use backward chaining. Provide child with his own hairbrush. Establish hairbrushing routines: before going out, after getting up.	Instructional Sequences: Grooming and Toileting, p. 19 - 20.
Blows and wipes nose.	Initially concentrate on nose wiping. Have child model "snorting sound" if he has difficulty getting the concept of nose-blowing. Pair this with blowing nose.	C.A.M.S. Self-Help Program.

HEALTH
Level 2
B. Personal Care

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The child:		
Covers mouth when sneezing/ coughing.	Remind child to cover his mouth with a tissue at appropriate times.	
Indicates the need to go to the toilet.	Continue with regular pant checks to reinforce the concept of wet/dry. Reinforce for staying dry.	Toilet Training the Retarded.
Adjusts clothes before and after toileting.	Teach with regular toileting routines. See Home Management, A. Clothing. Have the child wear training pants or pull on pants. Initially avoid hard to adjust clothing.	
Exhibits good toilet hygiene.	Teach wiping whichever way it is easiest for the child - sitting/standing.	C.A.M.S. Self-Help Program.
Associates rest with a specific location, e.g. crib, mattress.	Use games or roleplaying so child will rest when mat is introduced. Talk about sleeping in bed at home, need for quiet, darkness, etc.	Mats. Pictures and posters. Doll house and furniture.
Begins to indicate area of discomfort when feeling unwell.	Use stories to talk about being sick, e.g. headache, stomachache, sores. Relate appropriate care: home in bed, hospital, doctor. Set up hospital play centre.	
3. Drugs and Alcohol:		
The child:		
Accepts medication as administered by trusted adult.		

HEALTH
Level 2
C. Community Health Services

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The child:		
Recognizes "health helpers", e.g. nurse, doctor.	Visit the various health services with the child. Set up hospital play centre.	

SAFETY
Level 2
A. At Home and School

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The child:		
Begins to demonstrate safe use of play equipment, objects and materials.	Establish parent-teacher cooperation in encouraging child to use equipment with greater awareness of safety of self and others. Teach avoidance of dangerous areas and items, e.g. plastic bags.	
Puts toys away.	Use peer group effort to store toys in proper places.	Bins, boxes, shelves.
Moves safely on stair, landings, etc.	Encourage child to walk on the right of stairs, landings, halls, holding rail on stairs.	
Demonstrates care and safety in use of small objects.	Note: Demonstrating harm caused by such action may have negative effects. Encourage care; teach child not to put objects in nose, ear, etc.	
With supervision, practises fire safety, e.g. drill, smoke detection response.	Practise fire drill. Have a discussion about fire.	

SAFETY
Level 2
B. Community

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The child:		
With supervision, practises safety rules for walking and playing outdoors.	Teach use of sidewalks, playgrounds, backyards, traffic lights, etc. Teach avoidance of closed containers, e.g refrigerators.	

SAFETY
Level 2
C. Recreation

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The child:		
Begins to learn safe use of recreational equipment when using: -playground -swimming pool -parks -skating rink -toboggan or slide.	Teach child to stay within sight or hearing of supervisor. Demonstrate safe behavior.	
Indicates need for help when hurt.		

WORLD OF WORK
Level 2
A. Career Planning and Awareness

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
1. Why Work:		
The child:		
With assistance, attempts simple tasks.	Physically assist the child through the whole task as required.	
With assistance, recognizes relationship between task performance and tangible reward.	Reward specific behaviors. Withhold reward for tasks performed inadequately.	Fruits, candy, raisins or other appropriate reinforcers.
2. Job Awareness:		
The child:		
Indicates that parents work.		World of Work Kit.
Indicates presence and absence of parent(s).	Arrange an area of the classroom as a house setting. Role play family setting: routines of going to work and returning home from work.	
3. Job Demands:		
The child:		
With assistance, follows two-step directions to attempt simple tasks.	Physically assist the child through the whole task.	
Helps self in some routine situations.	Give stickers, stamps, and badges for completion of task.	Stamps, stickers, badges.
With assistance, responds appropriately to praise.	Establish eye contact. Model appropriate response to praise, e.g. smile when giving reinforcement and encourage smiling in return.	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
1. Use of Tools and Equipment:		
The child:		
With assistance, identifies common utensils and tools.	Have scavenger hunt to find hidden utensils and tools.	
	Establish work centres.	I.P.A. Manual, 1980.
With prompting, follows simple rules of organization, care and safety with respect to common tools and materials.	Demonstrate and have child practise cleaning and storing of tools. Label storage areas with pictures or shapes for proper return of tools.	
	Make poster of safety rules with pictorial examples.	
Works and experiments with a variety of construction materials, e.g. folds and rips paper.	Make available a variety of materials.	
	Demonstrate basic skills and have child experiment.	
2. Following Directions:		
The child:		
Follows one-step direction.		
With assistance, follows two-step direction.	Make initial directions lead to pleasurable activities, e.g. go to the cupboard and get a puzzle.	
	Play simple games such as "Red Light-Green Light", "Simon Says".	

WORLD OF WORK
Level 2
B. Specific Work and Allied Skills

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The child:		
Identifies some person(s) in authority in the home environment, e.g. babysitter, parents, housekeeper.	Use a doll or play house. Fit into it male and female adult figures as well as children and adolescent persons.	Dolls, puppets.
3. Decision Making:		
The child:		
With assistance, chooses between two given alternatives in a variety of situations.	Provide a variety of situations for choosing between alternatives. Encourage child to try new things.	
4. Independence:		
The child:		
Demonstrates ability to adjust adequately to people in the home situation, e.g. babysitters, visitors.	Provide a variety of opportunities for child to have contact with other people.	
	Use role play, e.g. playing house.	Dress-up materials, hats, purses, ties, etc.

WORLD OF WORK
Level 2
C. Finding A Job

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
1. Awareness of Personal Ability and Interest:		
The child:		
With assistance, identifies people in uniform, e.g. policeman, nurse.	Take field trip to fire station, etc. Arrange visits from police and fire department.	When I Grow Up - I Want To Be...

WORLD OF WORK
Level 2
D. Keeping A Job

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
1. Awareness of Responsibilities:		
The child:		
With assistance, responds to some routines and expectations, e.g.: - distinguishes between day and night - personal hygiene - appropriate interaction - attends to task.	Make posters showing appropriate time of day or night. Sing songs about day and night. Play games which enhance cooperation.	

HOME MANAGEMENT
Level 2
A. Clothing

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The child:		
Pulls on simple garments, e.g. pants, T-shirt.	Make sure child has clothes which do not fit snugly.	General dressing references: Instructional Sequences: Dressing; Portage Guide to Early Education. Project Vision-Up Curriculum - A Training Program for Handicapped Children. Training for Independence - Total Program.
	Use a hands-on approach where the child is helped with all the steps. Fade assistance.	Training Retarded Babies and Preschoolers.
Undresses self, if buttons undone.	Use backward chaining.	Step-by-Step Dressing.
	Use shortened pants, short sleeved shirts and large neck openings if necessary.	Steps to Independence: Intermediate Self-Help Skills.
Zips and unzips large zipper on clothing.	Attach a ring to zipper for easy manipulation.	
Fastens/unfastens snaps, hooks.	Use backward chaining.	Independence Training Book 3: Fastenings.
	Practise on snap/hook boards first.	
Puts on own shoes (not necessarily on correct feet).	Use slip-on shoes if necessary.	
	Have student put toe in shoe: push foot forward on floor until he touches his toe at the end of the shoe. Use prompts to push heel down; use shoe horn.	Instructional Programming for the Handicapped Student.

HOME MANAGEMENT
Level 2
A. Clothing

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The child:		
Attempts initial steps of shoe tying.		Lacing frame.
Dresses/undresses within a reasonable time frame.		
Demonstrates knowledge of common clothing terms.		
Demonstrates awareness of own clothing.		
Indicates knowledge of location of own clothes.	Provide specific areas for child's clothing.	
Indicates preferences in clothing selection.		

HOME MANAGEMENT
Level 2
B. Food

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The child:		
Feeds self large finger foods, e.g. sandwiches, carrots, apples.	Serve snacks in bite-size chunks. Use backward chaining.	General eating references: Project More. Instructional Sequences: Eating.
Drinks from a cup or glass, using one hand, e.g. soup.	Use a small cup with a handle. Show child how to hold. Reinforce correct behavior.	
Associates specific foods with appropriate utensils.	Point out utensils used for different foods eaten during mealtime. Have child assist in table setting procedures.	
Feeds self with fork.	Use a hands-on approach when assisting the child. Fade assistance. Use backward chaining, e.g. assist the child with all steps but last.	Steps to Independence: Intermediate Self - Help Skills.
Spreads with a knife.	Use backward chaining. Start with last step (spreading). Physically assist the child; fade the assistance. Use a variety of materials, e.g. soft butter, icing, cheese.	
Demonstrates rudimentary use of a knife, e.g. cuts banana.	Physically assist the child until he is able to do it himself. Use a nonserated knife and have child hold knife in one hand and use other hand to push down on knife.	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The child:		
Peels fruit with hands, e.g. orange.	Start with easy to peel fruit such as mandarin oranges. Start first peel and have child finish peeling.	
With supervision, adds condiments to food, e.g. salt and pepper.	Have child model your behavior.	
	Use easy to manipulate containers, e.g. small squeeze bottles.	
Uses serviette, when reminded.	Have child model your behavior.	
Pours from one container to another, e.g. juice, cereal.	Physically assist the child until he can do it himself. Use small containers, e.g. liter containers for milk, individual cereal boxes.	
Serves self from plate or dish.	Provide opportunities at mealtime for child to serve himself, e.g. spoon, fork, finger food.	
	Eat out cafeteria style where child must make selections.	
Eats appropriate amounts, e.g. stops when full.	Use packaged or prepared amounts.	
	Have child choose amount and remove all else.	
	Reinforce for "finished".	
Requests food at mealtime, e.g. second helping.	Have student model other's behavior.	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The child:		
Eats meal within a reasonable time frame.	Select a time frame which is reasonable for the child's eating capabilities or family meal time. Set timer and remove unfinished food. Use dessert as a reward for eating first course.	
Demonstrates age-appropriate table manners.	Have child model courtesies. Reinforce appropriate behavior.	
With assistance, prepares a simple snack, e.g. cheese and crackers.	Incorporate snack time into the regular home/school routine. Select easy to prepare, nutritious snacks, e.g. celery and peanut butter, different raw fruits and vegetables.	Crunchy Bananas.
Demonstrates appropriate behavior when shopping.		

HOME MANAGEMENT
Level 2
C. Maintaining the Home

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The child:		
Identifies own belongings and their placement.	Designate definite place for child's belongings.	
Recognizes, and cooperates with, familiar housekeeping routines, e.g. puts toys away.	Provide opportunities for the child to participate in various routines.	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The child:		
Identifies some household furniture, e.g. table, chair.	Play locating games where child must follow specific directions, e.g. sit on the couch, stand on the chair. Have child match picture to correct object.	

MONEY MANAGEMENT
Level 2

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The child:		
Sorts coins by color and size, e.g. pennies and dimes.	Use a sorting tray and have the child put pennies in one container; another coin in a different container.	
Rote counts to five.		
With assistance, demonstrates appropriate instore behavior.		
Demonstrates knowledge that money is needed in some situations.		
Demonstrates knowledge of concept "store".	Use role play, e.g. play store.	
Saves coins in piggy bank.		

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The child: Demonstrates rudimentary level of acquisition of basic motor skills in the following areas: 1. Locomotor Skills:		
-running	Use ramp to encourage a fast walk. Face the child holding his hands, and then run backwards pulling the child, or stand behind the child, and push if necessary. Use activities such as short races, hurrying to retrieve objects, follow the leader, chases, catch me games. Introduce tag games and races.	PREP: A Preschool Play Program for Retarded Children. The Clumsy Child: A Program of Motor Therapy. Until the Whistle Blows - A Collection of Games, Dances and Activities for Four to Eight Year Olds.
-descending stairs	Sit behind the child, hold him under the arms and lift him to the next step. Place a toy at the bottom of the stairs; play "Follow the Leader", etc.	
-jumping over	Facing the child, holding both hands, pull him over a line. Gradually add other items as child's ability increases.	
-jumping down	Have child stand on a box, bench, etc. of about shin height. Face the child, hold both his hands and pull so that he steps off the box. Use target area, e.g. step down into this hoop, into this square, on the floor, etc. Gradually increase height of box.	

MOTOR DEVELOPMENT AND PHYSICAL ACTIVITIES
Level 2
A. Fundamentals of Movement

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The child:		
-ascending stairs	Stand behind the child, manipulate his hands and feet and push him at the hips to the next step. Place a toy on the step above; play "Follow the Leader", etc.	
-hopping.	Face the child holding both his hands while he stands on one foot. Pull him down so that his leg is bent, and jump.	
2. Specific Equipment Skills: (with supervision)		
-climbing ladder	Use a ladder with small spaces between rungs. Stand behind the child. Life one hand, then the other hand onto the next rung. Repeat the same with the feet. Vary the slope of the ladder.	
-riding scooter	Sit the child on the scooter, with his hands at the side holding on. Grasp the child's ankles and move one foot at a time.	
-pulling/riding a wagon	Pull the child around in the wagon. Encourage child to pull his favorite toys, objects, friends, etc. in the wagon. Have child pull the wagon around obstacles.	

MOTOR DEVELOPMENT AND PHYSICAL ACTIVITIES
Level 2
A. Fundamentals of Movement

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The child:		
-riding a tricycle	Have child sit on the tricycle, hands on the bars, feet on the pedals. From behind, place your hands over the child's hands to assist steering and push the tricycle forward. Reduce assistance to a push from behind. Have child steer around obstacle course.	
-sliding	Start on a wide ramp or incline, sit behind the child with legs tucked around him and slide down together. Hold the child by his hands and gently pull as he slides down.	
-somersaulting over bar	Start with the bar at hip height. Have child rest with his hips bent around the bar. Have the child bend forward, lift his legs over the bar and continue to support to the mat. Have the child roll over to a standing position.	
-hanging from knees on a bar	Start with parallel bars. Hold the child's ankle and lift it up onto bar. Slide child's legs forward until his knees are over the bar. On a single bar, have child hold the bar with hands shoulder width apart.	

MOTOR DEVELOPMENT AND PHYSICAL ACTIVITIES
Level 2
A. Fundamentals of Movement

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The child:		
	Stand behind the child, support the shoulders and slowly unhook hand so the child is hanging; then reduce shoulder support.	
-swinging.	Stand behind the child and lift him up to a bar. Put your hands firmly over his and let the child hang. Gradually reduce hand support. Have child stand on bench holding the bar, step off and swing. Have child stand on a bench; place the child's hands around a rope and a knot between the legs. Support under the knot; swing the child back and forth. Gradually reduce assistance.	
3. Body Control Skills:		
-walking up an incline	Place the child on an inclined bench, first on his stomach, then kneeling, then standing. Hold both hands, then one hand and pull so the child walks up the bench. Reduce support.	
-climbing up	Start with a box of hip height. Demonstrate climbing action. Guide body parts. Gradually increase height of box.	
-climbing down	While holding the child at the waist support him as he releases his hands and slides off the box onto his feet on the floor.	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The child:		
-forward roll	Have child assume a squatting position with his hands on the mat. Push on the back of the child's head and seat until he rolls over.	
-backward roll	Have child lie on his back, his hands on the mat over his head, palms down. Supporting the hips lift him up and over in the roll.	
-balancing.	Support the child by holding two appropriate body parts, e.g. two hands, one foot and one hand, shoulder and leg, etc. Reduce assistance to support with one hand. Gradually eliminate support.	
4. Object Control Skills:		
-throwing	Have child drop a small and soft ball into a basket, box, etc. Have child stand facing the wall and hurl the ball. Use various targets on the wall, e.g. suspended targets, targets that fall over when hit.	
-kicking	Begin instruction with a large soft ball at least 6" in diameter, then progress to a smaller, more rigid ball. Have child use simple leg swing from the knee to kick a stationary ball. Have child stand several steps from a stationary ball, then run forward and kick the ball.	

MOTOR DEVELOPMENT AND PHYSICAL ACTIVITIES
Level 2
A. Fundamentals of Movement

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The child:		
-striking	Stand behind the child, holding his hands on a hockey stick. Put the hockey stick directly behind the puck and push the puck forward. Have the child hit a puck forward, possibly to a partner. Use targets, goals and partner work.	
-batting	Place a large, light ball on a tee level with the child's waist. Stand behind the child covering his hands and swing the bat. Wait for a bounced ball to reach the child's waist height, and then swing the bat through horizontally to strike the ball.	
-catching	Begin with a large soft ball. Have child sit facing a wall, legs apart then roll the ball and catch. Have assistant or second instructor toss a large ball to arrive between waist and chest height from a distance of about 150 cm.	
-bouncing.	Start with a large ball. Face the child and drop the ball while holding the child's hand to move and follow the ball to tap it. Have child drop the ball and bounce it several times in succession. Place the child inside a hoop to bounce the ball or draw/tape a target on the floor.	

MOTOR DEVELOPMENT AND PHYSICAL ACTIVITIES
Level 2
B. Games and Activities

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The child:		
Participates in activities appropriate to the acquisition of the skills listed in the Fundamentals of Movement.	See strategies for Fundamentals of Movement. Suggested activities include: -playing on trestle equipment; -practising riding scooters, other non-pedalling wheeled toys and tricycles; -playing with bean bags, hoops, balls, etc.	
Participates in an appropriate aquatics program.	See Red Cross Swimming Program.	Red Cross Manual.
Participates in group activities.	Have child participate in small groups in activities involving paralleled performance of basic skills, e.g. everyone jumps, everyone runs. Play "Follow the Leader"; run through obstacle courses.	PREP: A Preschool Play Program for Retarded Children.
Participates in elementary rhythmic games and activities.	Have child march or move to music. Have child sing and play games such as "Ring Around a Rosie", "London Bridge", etc.	Peabody Early Experiences Kit.
Uses outdoor community playground equipment.	Use the outdoor facilities in neighbouring community parks. Take field trips to playgrounds, etc. Teach the child to use the equipment available and increase his repertoire of stunts and activities for free play use.	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The child:		
Participates in local community programs where available, e.g. swim and gym.	Encourage the child to participate in regular community programs during leisure hours. Inform parents of the programs available in your area.	Information from: Community Parks and Recreation, Service CLubs, Youth Groups, etc.

MOTOR DEVELOPMENT AND PHYSICAL ACTIVITIES
Level 2
C. Social Skills Related to Games and Activities

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The child:		
Attends to the task being presented.		
Responds appropriately to the instructor.		
With prompting, functions in a group setting.	Explain the principles of sharing, being courteous to others rights, etc.	
Uses some appropriate courtesies, e.g. please, thank you.	Set example behaviors. Make the use of courtesies continuous and obvious.	

FINE ARTS AND INDIVIDUAL EXPRESSION
Level 2
A. Crafts, Hobbies and Activities

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The child:		
Holds pencil and scribbles.	Provide child with opportunity to scribble on large paper, blackboard, with chubby stumps, etc.	Dubnoff School Program. Pencil grips, chubby stumps, etc.
	Utilize pencil grips to help child hold onto pencil.	Art is Elementary: Teaching Visual Thinking Through Art Concepts.
Makes creative patterns.	Have child trace over templates and stencils.	Stamp-a-Shape. Templates, stencils.
Explores use of different media, e.g. paints.	Have child experiment with paint, plasticine, clay, etc.	A Handbook of Arts and Crafts for Elementary and Junior High School.
Demonstrates initial use of scissors.	Use two handled scissors to assist child in cutting motions.	
Makes flat hand motions in finger paint activity.	Have student play with finger paint making flat hand circles and lines.	Creative Art for the Developing Child.
Participates in a sensory awareness program.	Incorporate these experiences as a part of daily routines, e.g. assisting in food preparation: cookies; dump and fill activities, e.g. sand, macaroni, water.	I Can Make a Rainbow. Multi-Sensory Educational Aids from Scrap.
	Go for nature walks and collect dry materials. Make collages. Plant seeds or vegetable patch.	
Plays with blocks and other simple toy building sets.	Ensure toys are not too difficult to manipulate. Have child model. Use large building blocks, of various shapes or self-stacking variety.	

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OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The child:		
Identifies two primary colors.	Incorporate color identification with everyday conversations with child, e.g. juice at snack time. Use functional examples, e.g. color of pants.	Teaching Crafts to the Mentally Retarded.
Identifies the top of objects.	Play games with the child where he must position concrete objects.	
Makes circles and lines.	Use templates to assist child. Have child trace over heavy lines. Guide hand, fade assistance.	Templates. Trainable Children: Curriculum and Procedures.
Participates in the making of simple craft projects.	Use simple projects which require skills the child already has, e.g. macaroni art, string painting, simple print-making, collages, tear and rip projects.	Creative Art for Learning.

FINE ARTS AND INDIVIDUAL EXPRESSION
Level 2
B. Music

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The child:		
Listens to music for enjoyment.	Play records and do actions with child. Have child model different ways to move to music, e.g. move like a rabbit, elephant. Use music to introduce quiet time, e.g. lullabies.	Self-Help Skills: Adaptive Behavior. Music for Special Education.
With assistance, participates in musical games.	Introduce musical games to the children, e.g. musical chairs (adapted). Use foam-backed carpet squared.	Reaching the Special Learner Through Music. Hap Palmer records.
With assistance, imitates simple rhythmic hand movements.	Manipulate child's hands to perform desired movements. Fade prompts as his ability increases.	
With assistance, uses some rhythm instruments.	Provide opportunities for child to use rhythm instruments. Guide his hands to correct position for use. Play rhythm, have child try to imitate. Play record, tape or piano for child to play along with.	
With assistance, imitates simple rhythmic foot movements.	Demonstrate foot movements. Guide feet to imitate action. Play music and have child try to use movement that was taught.	
With assistance, moves in time to repetitious beat.	Play tape or record which has a strong beat. Guide child to move to beat. Demonstrate some possibilities for movement, have child try to imitate.	
With assistance, participates in group songs and action songs.	Provide opportunities for singing. Demonstrate appropriate actions and do them with child so he can imitate.	

FINE ARTS AND INDIVIDUAL EXPRESSION
Level 2
C. Drama

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The child:		
With assistance, participates in activities that imitate actions of certain animals, e.g. dog, lion.	Demonstrate actions through song or looking at picture of animal. Have child indicate what kind of animal it is. Take a trip to zoo to see these animals. Role play familiar activity.	DUSO Kit.
With assistance, imitates simple words or sounds associated with animals and people.	Sing "Old MacDonald Had A Farm", etc.	
Begins to demonstrate feelings such as happy and sad.	Use puppets or, through a game, illustrate happy and sad. Use a mirror to illustrate feelings.	DUSO - How Do You Feel (game).
With assistance, participates in group activity, e.g. action song.		

FINE ARTS AND INDIVIDUAL EXPRESSION
Level 2
D. Recreation

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The child:		
Entertains self playing with toys for increasing period of time.	Provide toys for the child to play with.	
With assistance, plays simple card games.		Card holders.
Follows/imitates other play activities.	Have another child or teacher show child how to play with specific toys. See if child can play with it on his own. Provide help when necessary. Use interest centres, e.g. hospital, home.	

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY
Level 2
A. At Home

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The child:		
Identifies an increasing number of areas and items in home environment, e.g. rooms, belongings.	Play locating games with the child, e.g. "Show me your sock", "Bring me the ball".	Action World; Singing Games 1 and 2.
	Play action games and songs with the child.	The Classification Game.
	Have child assist you in everyday chores, e.g. setting the table, washing dishes. Label both the action and the object. Verbalize your actions and let child watch you.	
	Show pictures.	Consonant Pictures for Pegboard.
Identifies a new member of a family, e.g. baby.	Take the child to visit a family who has a new baby.	Family Face Puppets.
	Point out baby animals to the child at the zoo.	
	Show the child pictures in books.	Starters People.
Practises social amenities appropriate for age, e.g. greets, comes when called.	Demonstrates how to answer doorbell and telephone. Let child answer.	
	Play modelling games and demonstrate appropriate vocalization and/or gesture; play game: "Do as I do", "Say what I say".	
	When someone arrives at door say, "Hi _____", and have child model.	
With reinforcement, follows family rules applying to self.		

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY
Level 2
B. At School

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The child:		
Identifies an increasing number of areas and items in school environment.	Play games involving locating objects that are in sight, e.g. "I spy". Have older student in school lead child to specific location, e.g. office.	
With reinforcement, follows rules applying to self.	Have a set of rules with consistent consequences. Set areas and actions which are off limits.	
Plays in small group, sharing toys.	Provide opportunities for the child to play in small groups with other children, sharing toys from a toy box. Demonstrate sharing and have child model. Have a sharing time when child brings a favority toy from home and demonstrates how it works.	
With assistance, carries out simple class chores/ errands.	Have child participate in varied school chores, particularly those involving his own belongings and classroom clean-up. Give simple directions and model behavior for each of the steps involved in the task. Have a "helping hand's chart" where each child has one classroom job he is responsible for undertaking for a week. e.g. collect papers, sweep floor.	

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY
Level 2
C. In the Community

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The child:		
Associates uniformed personnel with people who help him, e.g. nurse, policeman.	Have local policeman and fireman come to school to talk to children about their role. Take field trips to firehall and hospitals.	
	Using storyboard figures, explain role of familiar uniformed personnel.	Community Careers.
Responds to authority of adults.	Provide various experiences for the child to have contact with different adults, e.g. a recreational program using community facilities.	
Identifies some areas in immediate environment.	Have child follow simple directions given by adults, e.g. take something to neighbor.	
	Have the child help with age appropriate yard tasks as well as using play equipment and toys in own yard.	
Identifies some neighborhood friends.	Have child participate in community programs, e.g. recreation or nursery school.	
	Invite neighborhood children over to play or for a picnic. Plan and carry out organized games and activities with adult friends who have children, e.g. a trip to the zoo.	

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY
Level 2
C. In the Community

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The child:		
Begins to behave in an appropriate manner when National Anthem is played.	Have child participate in school assemblies. Have an opening exercise once a week and invite special guests to attend. Instruct children in proper behavior and have them model.	
With assistance, follows some community rules and routines applying to self, e.g. puts garbage in garbage containers.	Provide various community experiences, e.g. eating in park, crossing streets with adults. Verbalize to child what is expected of him. Physically correct behaviors which are inappropriate, e.g. littering: take child back to place where he littered and lead him to garbage can.	Starters Places.

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY
Level 2
D. Environmental Education

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
1. Ecology:		
The child:		
Identifies some familiar living organisms, e.g. birds, fish.	Take child to locations where he may interact with live, tame animals, e.g. petting zoo, kennel. Show the child pictures of common animals in books. Play games and make use of manipulative materials to name animals.	Starters Series: -Birds -Fish -Dogs -Cats -Bears -Horses.
Provides some aspect of pet care, e.g. food.	Have child participate in the care of family pet or school pet. Play a game where child must locate pictures of "care" items that go with pet.	Teacher made pictures of cat food, cat brush, water bowl, scissors, kitty litter box, etc.
Recognizes that baby animals have mothers.	Take child to zoo or farm in spring and observe new off-spring.	
	Show the child pictures of mother and baby animals in books.	Animal Babies.
	Play matching games, e.g. cat/kittens pictures.	Mothers, Babies and their Homes.
Recognizes some familiar plant forms, e.g. tree, grass, flower.	Play outdoor locating games, e.g. "Show me the flower". Play collecting games with the child at different times of the year, e.g. colored leaves in the fall, crocus in the spring.	

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY
Level 2
D. Environmental Education

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The child:		
Identifies some familiar vegetables.	Have child help you shop for vegetables and locate them, or label them for him. Have the child help you in salad preparation.	
	Show pictures.	Peabody Language Development Kit P.
Recognizes that a plant grows.	Plant pea, bean, corn or other seeds and have child notice growth. Plant a bulb in water glass. Assign watering chores (with help) to plants.	
Identifies sources of water in a familiar setting.	Have the child follow simple instructions to locate water sources, e.g. helping to fill a swimming pool.	
Identifies soil.	Use sand and water table; have child play in sandbox. Include filling/pouring/dumping and water addition. Label the medium for child and have him model word.	Sand and water table.
Identifies one natural form in own environment, e.g. hill, gravel.	Take child for various walking expeditions in immediate environment, e.g. walk up a hill, play in a field. Label the natural form and have child model word. Use nursery rhymes, e.g. "Jack and Jill".	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
2. Weather:		
The child:		
Keeps simple weather chart.	Make a "calendar", have children glue on pictures each day of snow, sun, clouds, etc.	
3. Energy:		
The child:		
Differentiates between hot and cold.	Pair words for certain concrete objects with word hot/cold, e.g. hot soup, hot stove; cold snow, cold juice.	
Identifies a familiar light source, e.g. lamp.	Play locating games, e.g. "Show me the light".	
4. Pollution:		
The child:		
With assistance, identifies litter.	Have child participate in activities which involve identifying litter, e.g. yard cleaning, garbage hunts.	
Disposes of litter appropriately.	Demonstrate and have child model.	
Identifies sources of sound.	Have child play with a variety of sound producing materials, e.g. wind-up toys, rhythm instruments, household items. Have child blindfolded or turn around and guess which item made the sound.	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The child:		
	Have child answer telephone and doorbell, and tell you when oven timer goes off.	
	Play a game where child must guess what animal/vehicle made sound, e.g. roar: lion; whoo-whoo: train.	
5. Conservation:		
The child:		
Demonstrates initial understanding of excess.	Pair the words "too much" with a specific activity, e.g. left-over milk, food left on plate.	
Turns some lights on and off.	Have child follow simple directions for turning lights on and off. Physically assist if necessary.	
	Pair turning lights off with completing an activity, e.g. after a bedtime story, going into another room.	

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS
Level 3
A. Knowledge of Self

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
1. Personal Characteristics: The student:		
States name and telephone number.	Ask student his name and telephone number. Prompt response if necessary. At roll-call have student repeat name.	Tape Recorder. Washington State Cooperative Curriculum, Binder 2. Instructional Programming for The Handicapped Student. Social Learning Curriculum.
With assistance, states some names of family members and friends.	Present pictures of family members. Ask student to identify them. Give verbal cues if necessary. Have student draw pictures of his family and/or friends and then have him tell you who they are.	Photos of family.
Recognizes school and home by sight or photograph.	Walk to student's home and have him show you where he lives. Show student photos of several houses. Have him identify his house. Walk or drive by school with student. Ask him what school it is.	Photos of school/ house.

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS
Level 3
A. Knowledge of Self

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Identifies own property by sight.	Provide storage facilities for student's personal belongings. Encourage student to put his own belongings away. Provide opportunities for student to identify own belongings from other's that are similar.	
With assistance, chooses an activity of interest from among two or three teacher selected activities.	Provide opportunities for student to select activities that he likes to do in his leisure time. Teach student how to play board games. If student is having difficulty selecting leisure time activity, select it for him, keeping his interests in mind. Fade prompting so that eventually student chooses his own leisure activities.	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
2. Physical Self:		
The student:		
Identifies body parts related to the five senses.	Have the student complete the following sentences with correct responses: "I see with my _______", "I hear with my _______", etc.	My Face and Body (flannelgraph). Large Body Puzzle. Body Concept-Spirit Masters I, II. Social Learning Curriculum. Workjobs. Five Senses Poster Set. Peabody Language Development Kit.
With assistance, identifies body parts.	Name body parts and point to them. Ask student to name or point to specific parts. Play "Simon Says". Sing "Head, Shoulders, Knees, and Toes". Have student draw pictures of himself. Draw attention to his body if he leaves parts off.	Doll. Instructional Programming for The Handicapped Student.
Recognizes own image in mirror or photographs.	Hold mirror up in front of student. Ask "Who do you see?", and have student respond by saying his own name or me. Have each student pick out a picture of himself from several. Take group photo, have student point out self.	Mirror. Photographs of student. Photograph of student and other people. Portage Guide to Early Education.

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS
Level 3
A. Knowledge of Self

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
With assistance, relates pictures of people to age in terms of baby, mom, dad.	Show student variety of pictures of people. Ask him to show you which ones are the same size as he is; same size as mom and dad. Relate size to age and help student to make relationship.	Pictures of people at different ages.
States own sex.	Tell student that he is a boy/girl, then ask "Are you a boy or girl?". Gradually fade prompting. Play games where teams are divided into boys/girls. See if student can put himself in the correct team; prompt when necessary.	Social Learning Curriculum.
Identifies actions requiring privacy.		
3. Emotional Self:		
The child:		
Identifies specific emotions in self and others, e.g. sad, happy, angry, from facial expressions, posture, verbalizations.	Have student sort pictures of people according to how they feel: happy, sad, etc. Have student find pictures of people displaying specific emotions, make posters.	Pictures of people displaying a variety of emotions. Exploring Our Emotions (poster set). Workjobs. DUSO kit.
Tightens and relaxes specific muscles when requested to do so, e.g. fist.	Have student model your actions. Use a variety of positions from which to practise: prone, sitting, standing. Start with gross motor movements (legs) and then add fine motor movements (fist).	Relaxation - A Comprehensive Manual for Adults, Children, and Children with Special Needs. Kiddie QR.

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS
Level 3
A. Knowledge of Self

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student: Indicates specific situations or things that make him happy, sad, angry.	Display a poster which shows what makes students happy, sad, angry, etc.	
	Play "How do you Feel Game". Have student make a happy/sad face. Ask some questions about how he feels and have him respond by holding up the appropriate happy or sad face, e.g. "How do you feel when you have a new toy?", "How do you feel when your Mom/Dad is angry at you?".	Human Development Program: Magic Circle.

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
1. Needs and Motivations:		
The student:		
Expresses needs in daily situations.	Encourage student to express what he wants. If student appears cold, hungry, etc. ask "What is wrong?". Identify and overcome the problem.	Portage Guide to Early Education. Social Learning Curriculum.
Identifies appropriate person to whom needs can be expressed, e.g. parents, babysitter, teacher.	Show pictures of familiar people. Make a display depicting what these people do for the student, e.g. parents: food, clothing, shelter. Role play situations where student needs something and has to identify person who can help him.	Pictures of familiar people. What Would You Do? (cards).
With assistance, satisfies own needs.	Praise student for taking the initiative to do things for himself.	
2. Factors Affecting Relationship:		
The student:		
Categorizes familiar and unfamiliar people with respect to age, e.g. baby brother and unknown baby.	Show student pictures of familiar and unfamiliar people. Have student tell you which people he knows and which people he does not know.	Pictures of familiar and unfamiliar people.

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS
Level 3
B. Social Relationships

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
	Show student pictures of familiar and unfamiliar people.	Variety of pictures of people of different ages. Social Learning Curriculum. People Puzzles-Families.
	Have student put pictures in sequence starting from youngest to oldest, using 3 pictures only.	
	Make classroom chart. Sequence ages of members of class from oldest to youngest or vice versa and put on display.	
	Have student make an age sequence chart of his own family.	
Recognizes roles of familiar people, e.g. parents, teachers, policemen.	Show student pictures of people working. Discuss the different jobs that they do and how you can tell by looking at the pictures.	
	Role play the jobs of some familiar people: what does the student's mother do, father, etc.	Pictures of familiar and unfamiliar people in specific roles: policeman, parents, etc. Occupation Photographs. Job Puzzles. Occupation Match-ups.

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS
Level 3
B. Social Relationships

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Identifies characters in a story.	Read variety of stories to students. Provide picture and word clues to describe characters, see if student can name the characters. Provide descriptions (verbal or visual) of well known story characters. Have student name/locate the characters.	Variety of pictures of story and television characters.
3. Handling Social Interactions:		
a. Expressive Communication Skills:		
The student:		
Communicates in a number of ways, e.g. gestures, speaking, writing, facial expression.	Role play actions, feelings, etc. Ask student to identify them. Use puppets so student can communicate through them. Ask student to demonstrate certain feelings through facial expressions, e.g. "How would you look if you were mad", etc.	Puppets.
Communicates using socially acceptable behavior, e.g. maintaining eye contact, getting attention before speaking.	Utilize Magic Circle to practise these behaviors.	Human Development Program: Magic Circle.

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Asks questions to get information, e.g. who, why, what.	When reading a story to the student use different questions - why, how, who, etc. to find out whether or not he understands the story. Encourage student to ask questions to get more information. Demonstrate different ways of asking questions: who, what, etc.	
Communicates feelings in a variety of ways, e.g. laughs, cries, rejects, accepts.	Provide opportunity for student to identify magazine pictures expressing feelings. Have him match how he feels to a picture of someone displaying a particular feeling. Have student cut out pictures which show some emotion. Have him tell you how the people in the pictures are feeling.	Magazine pictures.
b. Receptive Communication Skills:		
The student:		
Responds to both verbal and non-verbal communication.	Provide opportunity for student to see something funny, e.g. television show, a clown. Encourage them to laugh. Observe student's response when hearing or seeing something sad. If response is inappropriate, model and verbalize appropriate response.	

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS
Level 3
B. Social Relationships

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
With assistance, repeats short message.	Have student give short message to another student, teacher, etc.	
c. Problem Solving and Decision Making:		
The student:		
Responds appropriately to choices made for him.	Makes choices on student's behalf and encourage him to accept appropriately.	
Chooses between two activities.	Present various choices to student.	
Resolves some minor conflict, but appeals for help when necessary.	Have student resolve minor conflicts. Assist only when asked. Praise student for resolving conflict.	
	When student appeals for help guide him in his decision, but encourage him to make the decisions.	
	After reading a story that has conflict in it, ask student to identify the conflict and the solution.	

TRAVEL
Level 3
A. Ways to Travel

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Identifies some ways to travel.	Have the student travel on different modes of transportation, e.g. bus, train. Take pictures of the vehicle and have him label.	
	Have the student participate in non-vehicular travel, e.g. riding a tame pony, and point out that these are also ways to travel.	
	Show pictures of different ways to travel, e.g. airplanes, boats. Make a game by asking student to find the picture showing how he gets to school, etc.	Magazines-Travel. Directionality Form Frames: Vehicles.
Demonstrates knowledge of paying for some forms of travel.	Have student travel on city transit. Give him fare to deposit.	Farm and Transportation stencils.
	Visit an amusement park where the student can ride on a train or boat. Have him help purchase ticket and present ticket upon boarding vehicle.	
	Take field trip to bus station, airport, etc. Point out where tickets are bought.	
Identifies drivers of some vehicles.	Have student deliver a message or note to own school bus driver.	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Follows simple travel commands.	Play walking games such as "Stop-Go", "Green Light-Red Light".	
	Take the student to area surrounding the school and have him follow simple directions, e.g. wait at the park bench, stop at the corner. If necessary teach the location first and add the direction later.	
Distinguishes between the colors red, green, yellow.	Play "I Spy", e.g. "Find the green plant".	
	Play games involving matching colors with assistance.	Bees.
	Practise responses to different traffic colors using a traffic light.	Large Knobbed Puzzle: Traffic Light.
States own name and name of school.	Role play name giving, e.g. "What is your name?".	
	Role play presenting an identification card when asked for name of self and school.	
Recognizes immediate environment of home and school.	Have the student follow simple directions in the classroom, e.g. finding familiar items, doing certain actions. Physically assist if necessary.	

TRAVEL
Level 3
B. Travel Skills

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
	Have the student deliver messages and objects to different areas of the home and school, e.g. delivering art supplies to students and putting away dishes at home.	
Identifies own school bus.	At dismissal time lead student to own bus. Use a bus number or sight of driver as a cue. Gradually decrease the distance you must take him to find his own bus, until he may be dismissed from room, with supervision, and board own bus.	
	Have the student deliver a note to own bus driver.	
Identifies some basic pictorial signs of information, e.g. picture of woman/man on washroom doors.	Take the student to public places, e.g. airport, train station, which have international signs. Point out signs, and follow them to their destinations. When possible use the facilities that the signs represent, e.g. make a phone call, have a drink.	Large Knobbed Puzzle: Traffic Sign. Pictures of locations taken from magazines. Functional Signs Match-up. Safety Signs. Home Safe Home Kit. Survival Signs. Road Signs of the Times.
	Play matching games where student must match the pictorial sign with the picture of what it represents, e.g. telephone with a picture of a telephone.	

TRAVEL
Level 3
B. Travel Skills

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Identifies some behaviors which are appropriate in public.	Have the student participate in a number of expeditions to different community settings, e.g. eating out, shopping. Use consistent enforcement procedures for following rules and procedures, e.g. eating quietly; not removing unwanted items from shelves.	
Differentiates between strangers and family and friends.	Have the student participate in activities with family and friends, e.g. play with friends in neighborhood. Play locating games where the student must deliver something to a family member or friend who is in sight.	
With reinforcement, demonstrates appropriate behaviors in public.	Have consistent rules and routines while travelling.	
With assistance, selects coins for fare.		
Demonstrates understanding of travel associated with specific time of day, e.g. time bus leaves.	Use a manipulative clock or large wall clock to point out hourly time for specific events, e.g. time bus leaves.	
Demonstrates understanding of rules for safe crossing, e.g. look both ways.	Have student cross quiet streets in immediate school environment, using acceptable method of crossing. Have the student play a game of locating signs for pedestrians near school and in pictures.	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
	Have the local police visit the school and demonstrate or show films on the correct way to cross streets.	Stories about Safety (filmstrip).
Demonstrates understanding of rules of safe riding, walking, e.g. car, bus.	Have the student ride his bicycle or tricycle in a variety of settings, e.g. parks. Stress safe areas for riding.	Alberta Safety Council Materials.
	Run a "pedal pushers" club at school and offer certificates to students who meet certain qualifications.	
	Use manipulative materials and games to identify road signs and safety rules.	Road Signs of the Times.

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Distinguishes between foods and non-foods.	Place foods and non-foods on plate. In a group activity ask students whether they may or may not eat it.	Small model kitchen.
With assistance, distinguishes between foods that are edible and inedible, e.g. spoiled, dirty.	Introduce the idea of "garbage foods" to students: anything that smells tainted, falls on the floor, etc., is food for the garbage can.	
Communicates the need to eat.		
Identifies some foods by name.	Make posters to facilitate identification of various foods.	Peabody Kit Level 1.
With assistance, classifies food in at least two food groups as fruit, meat, vegetables.	Use plastic fruit and vegetable samples to generate discussion. Have student name and classify the foods in his lunchbox.	
Names a few food sources.		
With supervision, eats a variety of foods.	Develop a snack program with parents' assistance. Include a broad selection of foods, providing a balanced diet.	Canada Food Guide. Department of Agriculture Materials.
Accepts quantity control of food consumption.	Have parents, teachers and others apply quantity control.	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
1. Knowledge of Body:		
The student:		
With assistance, identifies some body parts.	Model parts as student assembles puzzle. Have him find body parts on another student or on dolls. Do the "Hokey Pokey". Emphasize body parts with a story, e.g. "Three Little Pigs".	Feeling Fine Series. Self Concept - Body Parts Dice Game. Peabody Level K: Mannekins. Peabody Early Experiences Kit (tapes). Look 'n Do Body Parts Activities. My Face and Body (flannelboard).
States the function of some body parts.		
States own sex.	Discuss and show pictures which clearly show differences between boys and girls. Play a game where student selects another student of the same sex to be a partner.	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
2. Care of the Body:		
The student:		
Washes and dries hands, face, neck and ears.	Physically assist the student, fade assistance.	Instructional Sequences: Grooming and Toileting.
Completes most steps in showering/bathing except water regulation.	Demonstrate safety procedures.	Instructional Sequences: Grooming and Toileting.
	Put a mark on tub so student knows how far to fill tub.	
	Introduce hair blower for drying hair.	
Brushes teeth independently.	Set up brushing routine: after meals, etc.	C.A.M.S. Self-Help Program.
	Have dental hygienist visit school and give demonstration.	Your Mouth Speaking Kits.
Brushes/combs hair.	Set up routines. Have other students judge appearance for neatness.	C.A.M.S. Self-Help Program.
Independently takes care of toileting needs.	Reinforce correct toileting procedures. Make spot checks to make sure toilet hygiene is carried out.	Toilet Training the Retarded.
	Use public washrooms when on field trips.	
Remains dry while sleeping.	Note: Of special interest to parents: enuresis may pose problems to the student when he attends overnight camping programs.	C.A.M.S. Self-Help Program.
	Collaborate with parents to decrease the amount of fluids before bedtime; toilet before sleeping. Make nightly checks to see if student is dry; praise for a dry bed in the morning.	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
	Note: For older children with poor bladder control an alarm clock to arouse them prior to accident time may be helpful. Consult your family physician or public health nurse for specific programs.	
Associates rest time with quietness.	Establish a set time for daily rest.	
Communicates discomfort with increasing specificity.	Role play situations that require student to request assistance. Teach student to say "help please" as a baseline. Visit nurse.	
3. Drugs and Alcohol:		
The student:		
Takes medication only when administered by parents or trusted adult.	Put "stop" signs on medication bottles, to help student realize that medication must be given by adult.	

HEALTH
Level 3
C. Community Health Services

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Identifies personnel in the health field, e.g. nurse, doctor.	Role play situations requiring a health helper; ask student to select appropriate helper. Plan a visit from a resource person: health nurse, dentist, etc. Illustrate, using posters and pictures of health helpers.	

SAFETY
Level 3
A. At Home and School

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
With supervision, practises safe use of objects and materials encountered at home and at school, e.g.: -sharp objects -appliances -electrical outlets -tools -poison -gym equipment.	Use safety puppet presentation and booklets.	How To Have an Accident In The Home; Jiminey Cricket's I'm No Fool With Electricity.
Keeps work/play area orderly and safe.	Use plastic bins to store materials. Sign a song when it's time to put away toys. Tune: "Skip to my lou"; words: We put our toys where they belong, (repeat) so everyone can find them. Note: Turning "lights out" is an effective technique to have student put things away; use consistently.	
Moves safely on stairs and landings, etc.	Establish a routine for student to go up and down the right side of stairs, holding the rail. Emphasize "eyes go before feet" to prevent falls.	
Demonstrates care and safety in use of small objects.	Discuss danger of putting objects in nose, ears, etc.	
Follows fire drill routine.	Practise fire drill routines. Show films.	
Demonstrates ability to alert others in case of fire.		

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Practises some safety rules when walking or riding a bike.	Teach correct crossing techniques. Emphasize sidewalks are for people and roads are for cars. Show films/filmstrips. Use mock roads and crossings to teach safety skills. Visit "Safety City" where available.	
Recognizes consequences of not adhering to safety rules.	Make community streets, roads and sidewalks in a sand table. Use toy people and cars for mock situations.	
Accepts direction in emergency situations.	Provide adult direction and guidance.	
Recognizes sources of help in emergency situations, such as getting lost, e.g. neighbors, police, bus driver.	Invite resource persons with materials. Illustrate with pictures and posters of helpers.	What's A Block Parent (film).
	Arrange visits to community helpers (fieldtrips).	Hansel and Gretel (film).

SAFETY
Level 3
C. Recreation

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Practises safety rules in the following areas and activities: -gym -playground -parks -swimming pool -tobogganing -skiing -skating rink.	Emphasize the importance of students staying where they can see their teachers.	Films: Jiminey Cricket's I'm No Fool in Water.
Identifies dangers of recreational equipment in familiar situations.		
Seeks help when injured.	Role play incidents that require seeking help.	

WORLD OF WORK
Level 3
A. Career Planning and Awareness

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
1. Why Work:		
The student:		
With assistance, responds appropriately to tasks assigned in the classroom.	Provide physical assistance and verbal prompts.	
Recognizes relationship between task performance and reward.	Make contractual agreement with student: successful completion of given tasks brings given reward.	Raisins, candy, stars, stickers, stamps or other appropriate reinforcers.
	Withhold reward if the terms of the above agreement are not met.	Bingo chips to be redeemed for treats later.
Performs some tasks without promise of tangible rewards.	Make a helper's list of jobs with student's name beside a job. Change daily or weekly if desired.	
2. Job Awareness:		
The student:		
With assistance, indicates that other people work.	Take field trips to various places of work, including the home. Begin with the more visible occupations (uniformed positions) moving to less obvious jobs as the student gains knowledge of the community.	
	Arrange area of classroom as playhouse. Use role play.	

WORLD OF WORK
Level 3
A. Career Planning and Awareness

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
3. Job Demands:		
The student:		
With instruction, completes simple tasks.	Provide physical assistance with a variety of verbal prompts. Have initial directions lead to pleasurable activities, e.g. go to the cupboard and get out a puzzle. Provide simple rules in games such as "Red Light - Green Light", "Simon Says". Have student listen to taped instructions appropriate to his level.	
With prompting, offers to help in routine situations.	Reinforce desirable behavior with verbal prompts and non-verbal cues.	
With assistance, responds appropriately to corrections and praise.	Establish eye contact. Model appropriate responses to praise, e.g. smile when giving reinforcement and encourage smiling in return.	

WORLD OF WORK
Level 3
B. Specific Work and Allied Skills

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
1. Use of Tools and Equipment:		
The student:		
Identifies and demonstrates rudimentary use of common tools, e.g. hammer, egg-beater, scissors.	Have student experiment with tools. Demonstrate correct use. Let student practise final stages of skills, e.g. complete the driving of nail.	Boards with nuts and bolts. Workjobs I & II. Workjobs for Parents.
Follows simple rules of organization, and safety with respect to common tools and materials, e.g. crayons in box, clean and return brushes.	Demonstrate and practise cleaning and storing of tools. Label storage area with pictures or shapes of tools. Make poster of rules, and with pictorial examples.	
With assistance, constructs simple projects.	Make available a variety of materials, e.g. wood, cloth. Demonstrate basic skills and allow student to experiment.	
2. Following Directions:		
The student:		
Follows simple directions, e.g. "Get a hammer".	Have student listen to taped instructions appropriate to his level. Play games which have simple directions, e.g. "Simon Says".	Deal Me In! The Co-operative Sports and Games Book: Challenge Without Competition.
Identifies some persons in authority in the school, e.g. teacher, principal, caretaker.	Tour school to meet personnel. Send student on errands to specific people. Discuss the work of people in the school, e.g. who cleans the school.	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
3. Decision Making:		
The student:		
With assistance, chooses between two or more alternatives.	Provide a variety of situations for choosing between alternatives, e.g. ball or truck. Give verbal, visual and physical cues when necessary.	
4. Independence:		
The student:		
Demonstrates ability to adjust adequately to people in familiar situations, e.g. school.	Use modified Magic Circle activities; discuss feelings of self and others, e.g. happy, sad.	Human Development Program: Magic Circle.

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
1. Awareness of Personal Ability and Interests:		
The student:		
Identifies some uniformed people, e.g. nurse, policeman.	Show filmstrips of people at work.	
With assistance, describes certain types of jobs, e.g. baker bakes bread.	Take field trips to various place of work.	
	Have student match picture of tools with appropriate pictures of workers.	
With assistance, identifies jobs in the home and school.	Encourage parent cooperation to set up job schedule at home.	Mix and Match Puzzles-Occupations.
	Take field trips within school to label jobs being done there and by whom, e.g. typing, garbage collecting.	
2. Awareness of Process:		
The student:		
With decreasing assistance, demonstrates self-care skills, e.g. personal hygiene, grooming.	Reinforce behaviors by using self help skills charts.	

WORLD OF WORK
Level 3
D. Keeping A Job

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
1. Awareness of Responsibility: The student: With assistance, responds to classroom routines and school expectations, e.g.: -punctuality -personal hygiene -appropriate interaction -attending to task -safety awareness -appropriate discriminating skills, e.g. questions inappropriate requests.	Provide a daily time check-in system in the classroom and discuss consequences of tardiness and appropriate times for arrival.	
	Set up a daily hygiene program. Issue individual toothbrushes and combs and make each student responsible for cleaning own teeth, neat and tidy clothes, neat hair, clean nails. Ask Public Health nurse or other community people to assist.	
	Display attendance charts and let students keep it up-to-date on daily basis. Discuss at end of month (or week) and reward best attendance record.	
	Play games which enhance cooperation.	Kitchen timers.
	Role play various situations making absurd or inappropriate requests of student. Discuss why student should refuse such requests.	Pre-Vocational Program Packages.
	Improve task behavior by using time devices.	
	Reproduce signs of warning and danger and visit areas displaying such signs.	

HOME MANAGEMENT
Level 3
A. Clothing

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Independently dresses self, e.g. coat, pants, shirt.		General references: Training for Independence - Total Program. Instructional Sequences: Dressing. Step-by-Step Dressing. Advanced Self-Help Skills.
Independently undresses self, e.g. coats, pants.		
Ties shoes.	Start training with backward chaining. Use a two-loop tie method. Use a hands-on method, working from behind the student.	Lacing frame. Self Care Sequential Cards.
Dresses/undresses within a reasonable time frame.	Set a timer. Reward student who finishes in specified time.	
With assistance, follows some home routines regarding care of clothing, e.g. hanging up, placing in laundry.	Place name tags above hook/hanger on locker.	Name tags, labels.
	Make identifying marks on clothing.	Garment labels. Colored threads.
		Training for Independence - Total Program. Instructional Sequences: Dressing. Step by Step Dressing. Advanced Self-Help Skills. Self-Care Sequential Cards.

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
With assistance, selects own clothing.	Present student with choice situations.	
	Develop clothing awareness in class and individual situations by using appropriate descriptions when talking about clothing.	
	Play "I Spy", e.g. "I spy someone with a green shirt".	
	Use dolls and clothing in play situations.	Dolls, clothing/ cut-outs/flannelboard. Teaching Research Curriculum for the Moderately and Severely Handicapped.
With assistance, practises elementary sewing skills.	Use exercises, such as threading large beads to teach patterning, directionality, sequencing.	Large beads, shoe laces, cord.

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Feeds self entire meal using utensils.	Reinforce correct eating. Initially use meats which the student can cut.	Advanced Self-Help Skills.
Cuts using a knife and fork, e.g. meat.	Physically assist the student. Fade assistance.	
Adds condiments to food, e.g. ketchup.	Provide opportunities for the student to use a variety of containers and packages, e.g. individual ketchup containers.	
Uses serviette properly.		
Serves self from a variety of containers.	Provide opportunities at mealtime for student to serve himself, e.g. spoon, fork.	
Carries a tray/plate of food.	Practise using unbreakable dishes during snack time. Start with single plate with food item that does not slide off easily, e.g. sandwich.	
Eats appropriate amounts, e.g. stops when full.	Have student choose amount and remove all else.	
	Have one student serve and distribute to other class members. Use nonstandard measuring techniques.	
Requests food at mealtime, e.g. second helping.	Have student model asking for food. Reinforce.	

HOME MANAGEMENT
Level 3
B. Food

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Eats a meal within a reasonable time frame.	Select a reasonable time frame. Set timer and remove unfinished food. Use dessert or favorite food as a treat for finishing meal.	Education for Independence.
Demonstrates appropriate table manners.	Establish eating routines, e.g. asking for food, courtesies.	
Participates in family grocery shopping routines.	Take trips to store.	
Classifies objects as food and non-food.	Play game using pictures, models or actual things.	DUSO Kit. Peabody Kit.
	Play "Me, pet (puppy, kitten) bird" sorting game. Show pictures of different foods and have students sort, e.g. water: needed by all: dog food: dog; carrots: me.	
Identifies places where food may be purchased.	Expose students to purchasing situations and define as such.	
	Play language game, "I'm going to buy _______, I will go to _______".	Canada Food Guide. Department of Agriculture Materials.
Prepares a simple snack, e.g. fruit.	Solicit ideas from parents and incorporate shopping skills.	
Demonstrates use of common utensils and tools, e.g. mixing spoon.	Collaborate with parents. Have a snack program at school which involves using a variety of utensils.	Instructional Sequences (Eating).

HOME MANAGEMENT
Level 3
B. Food

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Assists with chores related to food production, e.g. water garden, feeds chickens.	Provide opportunity for student to assist in various chores.	Kid's Garden Book.
Assists in food preparation, serving and clean-up routines.	Provide opportunity for student to assist in appropriate activities, e.g. setting table, doing dishes.	Turn Kids on to the Good Food. The Kid's Cookbook. Kids in the Kitchen. Help Yourself to Food. Crunchy Bananas. Cooking Activities for the Retarded Child. Cook and Learn - A Child's Cook Book. Cooking in the Classroom. Young Homemaker's Cookbook. Planning Meals and Shopping. Classroom Cookery.

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
With supervision, performs simple tasks, e.g. putting toys away.	Designate definite place for toys. Establish consistent expectations and assign tasks according to situation, e.g. picking up newspaper, helping pass out papers. Incorporate helping component in daily routine.	

HOME MANAGEMENT
Level 3
D. Living Options

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Identifies most household furniture.	Have the student follow simple directions, run errands etc. to become familiar with these terms.	
Associates furniture with correct room, e.g. table - kitchen.	Use a doll house with furniture. Have student put furniture in correct rooms.	
	Match plastic furniture to pictures of rooms.	
Identifies some different homes people live in, e.g. house, apartment.		

HOME MANAGEMENT
Level 3
E. Child Care

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student: Assists in care of younger children.		

MONEY MANAGEMENT
Level 3
A. Earning Money

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
See Computation Section: Measurement, A. Money.		
The student:		
Identifies and labels two coins.	Within given area of classroom, set up a treasure hunt or a version of "Button, button, where's the button?", with various coins. Have students bring coins and fill collecting booklets, available from some banks, e.g. dime folders. Use result for class treat.	
Identifies paper currency as money.		
Rote counts to twelve.	Provide various opportunities for counting, walking up steps, numbers on fingers, abacus beads, etc.	
Recognizes that people earn money.	Use posters, bulletin boards, films, etc. Discuss what do people do when they work, e.g. teacher, parents, person in store.	
Associates performance with reward.	Have student perform some activities in classroom for tokens. Plan class activity which has an outlined prerequisite, e.g. "If you do this, then you will get ...".	

MONEY MANAGEMENT
Level 3
B. Spending Money

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
With decreasing assistance, demonstrates appropriate in-store behavior.	Have class accompany teacher to store when shopping for class groceries, etc.	
	Take field trips to various places, e.g. library, store. Emphasize appropriate behavior.	
Recognizes that money is needed to obtain articles from a store.	Set up play store within school.	Play store.
	Role play trip to store, exchanging roles.	
	Use token exchange ecomony for some activities.	Tokens.
Identifies three different kinds of stores.	Have students group various pictures of articles according to where they may be purchased.	
	Use pictures or flyers from local stores to test recognition.	
	Play guessing game, e.g. "I want to buy some toothpaste, I will go to a ...".	

MONEY MANAGEMENT
Level 3
C. Saving and Borrowing

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Recognizes that money is kept in a specific place, e.g. wallet, piggy bank.	Have student make a bank, e.g. decorated can, painted jar, paper mache over balloon. Let him take it home to put money in. Take field trips to banks.	Wallet, piggy bank.
Associates time lapse with obtaining or using reward, e.g. allowance on Saturday.	Use checklist for behavior or classroom responsibilities completed. Give tokens for correct responses, redeemable at end of game, class. Do a class project, e.g. when the jar is full of pennies, count to see how many there are and decide what to do with them.	Checklists. Calendar.

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Demonstrates ability to perform simple combinations of basic motor skills:		Basic Motor and Ball Skills. Until the Whistle Blows.
-running and jumping	Demonstrate movement to student and provide opportunities for student to attempt. Have student run towards target (hanging from roof) and jump up to touch it.	
-hanging and swinging.	Demonstrate movement to student and provide opportunities for student to attempt. Have student swing from one bench to another (tarzan style).	
Demonstrates ability to generalize performance of object control skills (throwing, kicking, striking, batting, catching, bouncing) in a variety of dimensions including:		
-different size of objects	Have student practise throwing, kicking, catching, etc. objects of different sizes, e.g. basketball, baseball, tennisball, etc.	
-different shape of objects	Have student practise a variety of movements using different shapes of objects, e.g. baseball, football, bean bag, etc.	

MOTOR DEVELOPMENT AND PHYSICAL ACTIVITIES
Level 3
A. Fundamentals of Movement

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
-variations in intensity of force of actions	Have student practise variety of movement skills using different intensities, e.g. kick hard, kick softly.	
-direction control	Have student practise variety of movement skills increasing directional control by gradually decreasing size of target.	
-variations in physical response according to music.	Provide opportunities for variety in physical response to music by changing the tempo, speed, volume, and rhythm of the music.	
With guidance, demonstrates proficiency and initiates the performance of the following Level 2 skills:		
1. Locomotor Skills:		
running, ascending/descending stairs, jumping down, jumping over;	Provide opportunities for student to learn these skills by demonstrating actions and guiding student when necessary.	PREP - A Preschool Play Program for Retarded Children.
2. Specific Equipment Skills:		
-riding, somersaulting, pushing, jumping, swinging, climbing, pulling, sliding, hanging.	Provide opportunities for student to experiment with these pieces of equipment. Stress safety.	A Clumsy Child: A Program of Motor Therapy.
-using the following equipment; wagon, board, bars, swings, tricycle, scooter, ropes, slides, trestle equipment, trampoline.		

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
3. Body Control Skills:		
-walking up incline, climbing up, balancing, climbing down, forward and backward rolls.	Provide opportunities for student to try these actions, demonstrate the movements and have student attempt them.	
Demonstrates acquisition of additional motor skills in the following areas:		
1. Locomotor Skills:		
-gliding	Demonstrate movement to student. Physically guide student's feet to follow pattern.	
-leaping	Demonstrate movement to student. Have student "leap" over something. Sing action songs which contain "leaping".	
-galloping	Demonstrate action. Have student try. Provide physical guidance.	
-hopping	Demonstrate action. Have student try.	
-rhythmic movement.	Use poetry, stories and music to encourage creativity in rhythmic movements. Provide models to assist student initially but encourage student to improvise. Draw attention to unique movements.	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
2. Body Control Skills:		
-balancing	Use different apparatus to increase balance, e.g. balance beam.	
-rudimentary gymnastics movements.	Utilize apparatus such as springboard, beatboard, mounting boxhorse, balance beam, etc. to practise these movements.	
3. Specific Equipment Skills:		
-bicycle riding with training wheels	Demonstrate how to ride bicycle. Have student try. Provide physical support but fade when no longer necessary.	
-wagon	Demonstrate use of wagon. Encourage student to use it in different ways, e.g. riding, pulling friends in, etc.	
-scooter	Demonstrate how to ride. Have student experiment with different ways of riding, e.g. on knees, on tummy.	
-board		
-ropes	Have student experiment with ways of using the rope to increase ability. Demonstrate use and physically guide student when necessary.	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
-swings	Provide opportunity for student to use swing - encourage student to improvise movements on swing, e.g. standing up, two people swinging on one swing, etc.	
-bars	Provide opportunities for student to use bar. Help student experiment with new movements - guide when necessary.	
-slides	Provide opportunity for student to use slide. Encourage experimentation with new movements, e.g. slide on tummy, slide down backwards, etc.	
-tricycle	Provide opportunity for student to increase skill ability on tricycle. Have student attempt to manoeuver trike between obstacles.	
-trestle equipment	Demonstrate new movements on trestle equipment. Have student attempt; provide physical guidance.	
-trampoline.	Provide opportunity for student to use trampoline. Demonstrate new movements. Have student try. Encourage experimentation; stress safety.	

B. Games and Activities

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Participates in activities appropriate to the acquisition of the skills listed in Fundamentals of Movement.	See strategies for Fundamentals of Movement.	
Participates in an appropriate acquatics program.	See Red Cross Swimming Program.	Red Cross Manual.
Participates in low organized games to facilitate the learning of the skills listed in Fundamentals of Movement.	Provide opportunities for student to participate in simple games, e.g. tag, musical chairs, Simon Says, so that he can practise those skills.	Play Activities for the Retarded Child. Special Education Teaching Games.
Participates in motor activities utilizing specific special rhythmic patterns, e.g. marching.	Introduce simple dances to student. Demonstrate movements and have student model. Begin slowly and until student is able to go more quickly.	Music Activities for Retarded Children.
Demonstrates ability to use most outdoor playground equipment found in community facilities.	Provide opportunities for student to use community playground equipment. If student does not seem to be participating, demonstrate how equipment could be used. Stress safety.	
Participates in such recreational activities as tobogganning, nature walks, swimming, day-camping, etc.	Provide opportunities for student to participate in these activities. Encourage participation as part of student's leisure time activities.	
Practises bicycle riding, using training wheels.		

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student: Participates regularly in fitness program.	Have student participate in various exercises which emphasize flexibility, endurance, strength and speed, e.g.: -flexibility: sit-ups -endurance: leg-lifts -strength: chin-ups -speed: distance running.	Special Exercises for Exceptional Children. Motor Fitness Testing Manual for the Moderately Mentally Retarded.

MOTOR DEVELOPMENT AND PHYSICAL ACTIVITIES
Level 3
C. Social Skills Related to Games and Activities

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Attends to the task being presented.	Draw attention to those students who are paying attention.	
Responds appropriately to instructor.		
Demonstrates ability to follow instructions in a group setting.	Give students instructions. Praise students who are following instructions.	
Uses some appropriate courtesies.	Provide a model for courtesies behavior; have student imitate.	
Participates in cooperative play.	Provide opportunities for students to participate in groups of two or more.	

FINE ARTS AND INDIVIDUAL EXPRESSION
Level 3
A. Crafts, Hobbies and Activities

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Holds pencil correctly.		
Makes circular scribbling movements.	Have student follow outlines-plastic or raised patterns. Provide pattern and have students make longitudinal and circular lines.	Felt pens. Coloring pens (odors associated). "bathtub crayons" Dubnoff School Program I (Level 1).
Begins to make counter clockwise movements.	Provide dexterity exercises.	Art is Elementary. Teaching Visual Thinking Through Art Concepts.
Makes creative patterns.		
Uses both hands to knead, pound, beat clay.	Play game, "This is the way we make the ..." to music or singing. Have student create own words to accompany clay, plasticine, dough, etc. Emphasize the working with the medium and a certain amount of vigor associated.	
Demonstrates use of scissors.	Use materials that cut or tear easily. Display by gluing on to other paper or tacking to board to give recognition and visual reinforcement.	
Begins to use finger tips in finger paint activity.	Have student alternate use of flat hand and ends of fingers to make impressions in the paint. Direct the student to use only the fingertips to show details of grove of trees, a specific figure or object in the finger paint frame.	Creative Art for the Developing Child.

FINE ARTS AND INDIVIDUAL ACTIVITIES
Level 3
A. Crafts, Hobbies and Activities

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Begins to make articles from simple toy building sets.	Use imitation technique. Make object with blocks, have student attempt to copy this form. Use other building toy set in a similar way.	
Identifies primary colors.	Make use of matching color strip with object of same color. Begin with several colors of the primary group graduate to colors of the secondary group. Provide coloring activities using a specific color, and draw attention to it. Begin with primary colors, then secondary colors.	Matching Games Sorting Box and Accessories. Artworld's Art to Touch.
Identifies top and bottom of objects.	Using specific shapes, demonstrate that these objects can be placed upright on their bottom parts, illustrating one way to tell which is bottom, and which is the top. Use fruit jar, pyramid, toy car, a cup, etc.	Orientation Views (cards). Spatial Relation Picture (cards).
With assistance, uses lines, squares and circular shapes for people and objects.	Use copy technique, have student imitate. Use plasticine, sticks, plastic balls, rectangular blocks, etc. as media for making figures.	Dubnoff School Program I (Level 1).

FINE ARTS AND INDIVIDUAL EXPRESSION
Level 3
A. Crafts, Hobbies and Activities

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Participates in the making of simple craft projects.	Have student experiment with a variety of simple crafts, e.g. making clay figures, weaving, ceramics, macrame.	Handbook of Arts and Crafts for Elementary and Junior High School.
With assistance, pursues a hobby.	Encourage student to collect trading cards, gum wrappers, rocks, etc.	
Participates in directed recreational activities.	Provide a variety of leisure activities such as games and sports indoors, outdoor, individual, group, e.g. table games, snow-shoeing, hiking, camping.	Creative Art for Learning. Creative Art Tasks for Children. Learning Through Art. Art Box.

Note: This list of activities is not meant to be exhaustive. Teachers are encouraged to add others or delete to meet the needs of their students.

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Listens to music for enjoyment.	Use listening stations. Have students bring a favorite record to class. Invite musicians to school to play instruments. Use the public library record loan department.	Troll Read-alongs.
With assistance operates music producing equipment, e.g. record player.	Establish a class routine for listening to music.	
Participates in musical games.	Play game of "Musical Chairs".	Hap Palmer records.
Imitates simple rhythmic hand movements.	Clap hands and have student imitate. Tap hands on knees in time to music.	Peabody Language Development Kit.
Uses rhythm instruments.	Use rhythm sticks to beat time, have student imitate.	
Imitates simple rhythmic foot movements.	Have student march to music.	
Moves in time to repetitious beat.		
Participates in creative movement activities.		
Participates in group songs and action songs.	Sing songs that also include actions.	Reaching the Special Learner Through Music.

FINE ARTS AND INDIVIDUAL EXPRESSION
Level 3
C. Drama

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Participates in activities that imitate actions of certain animals, e.g. dog, lion.	Use role play. Play game: have student give name or picture of animal, then ask classmates to guess the identity.	
Imitates simple words or sounds associated with animals and people.	Sing "Old MacDonald had a Farm". Have individual student imitate a particular animal sound.	
Demonstrates feelings such as happy and sad.	Have student choose a puppet to depict happy or sad, and demonstrate one of these feelings.	
Participates in a group activity, e.g. action song.		

D. Recreation

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Entertains self playing with toys for increasing period of time.	Give student opportunity for free play. Increase the amount of time at each sitting.	
With assistance, plays simple card and board games.		
Follows/imitates other play activities.	Show student how to play with certain toy or game, have student follow lead.	
With supervision, participates in community events.		
With supervision, visits recreational facilities.	Give student opportunity to visit facilities.	
Attends day camp.	Give student opportunity to attend camp.	

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY
Level 3
A. At Home

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Identifies own belongings.	Have student play games involving locating own items, e.g. "I Spy", clothing hunts.	
Associates immediate family members with what constitutes own family.	Have student bring pictures from home of own family. Make family albums for each student in class and compare.	
	Discuss membership and size of families, e.g. John has a sister Sue, and a brother Paul.	
Recognizes that families can change in size.	Raise classroom pets and allow the pets to have offspring.	
	Take class to hospital to view a new baby.	
Practises courtesies.		
Follows some family rules.	Have consistent family rules.	

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY
Level 3
B. At School

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Identifies own belongings.	Have student play locating games involving own items, e.g. "I Spy", clothing hunts.	
	Make student responsible for keeping outer clothing and gym materials in correct location at school.	
Follows some school rules.	Have consistent school rules.	
	Have class assist in making a pictorial poster of school rules.	
Demonstrates respect for property of others within the class.	Demonstrate and have student model asking for permission to handle another's property, e.g. borrowing a toy.	
	Demonstrate correct handling procedures of items used in classroom, e.g. hanging up another's coat. Have student model.	
Carries out simple class chores/errands.	Have student participate in preparation and clean-up activities, e.g. snack time, art time. Demonstrate correct steps and have student model.	

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY
Level 3
C. In the Community

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Identifies some community helpers, e.g. police.	Have student participate in field trips to fire station, etc. or have community helpers visit school.	Community Careers (flannelboard). The World About Us. Lotto Game. Community Workers.
Identifies most adults with whom he deals as authority figures.	Have student follow simple directions from a variety of persons in own neighborhood, store owner.	
Identifies own neighborhood playground.	Take student to the playground and use facilities. Have student lead adult to playground.	Lotto Game: Our Neighborhood.
Demonstrates awareness that other families in own community are different from own family.	Make visits to a neighbor's home during a special occasion. Point out differences to student, e.g. watch easter egg decoration by a Ukranian family; eating hot cross buns.	
Recognizes the tune of the National Anthem.	Have student participate in opening exercises during an assembly.	
Identifies a flag.	Have student locate and hold the flag during an assembly for a flag salute. Have student color a picture of a flag.	
Follows some community rules and routines, e.g. crossing at corners.	Take student to different locations in the community, e.g. parks, stores. Demonstrate correct behavior and have student model.	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
1. Ecology: The student:		
Identifies familiar living organisms.	Have student participate in field trips to the farm, zoo, museum, etc. Keep a "classroom zoo".	The Big Golden ABC Animal Book. Peabody Language Development Kit. Farm Lotto. Zoo Lotto. Zoo Animals.
Distinguishes between pets and other domestic animals.	Visit a pet store and make a list of all the pets for sale. Discuss the kinds of pets in stores.	
	Play sorting games.	The World Around Us. Lotto Game: My Pet's Portion.
	Have student recall names of pets/domestic animals viewed in films.	Filmstrip: Birds.
Differentiates between baby and adult birds, fish, etc.	Visit a farm or zoo in spring. Visit a pet store which has young and adult pets for sale.	
	Play sorting games.	Mothers, Babies and their Homes. Mix and Match Puzzles. Do You Know?
Identifies one attribute of plant material, e.g. tall tree.	Take student for a walk and point out attributes of plant material. Make specimen collections and have student remember name and attribute of two or more materials in classroom.	

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY
Level 3
D. Environmental Education

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Identifies familiar fruits and vegetables.		
Identifies a location where plants grow.	Go on field trip and label where different plants grow, e.g. in soil, in water. Take instant pictures of these locations and have student label in class. Grow plants from seed, keep plants in classroom.	
Recognizes rain as being a water source.	Have student collect water in buckets when it is raining.	Starters: Rain; Snow; Rivers.
Recognizes that plants grow in soil.	Have student transplant both indoor and outdoor plants. Leave a few plants in pots without any soil, others on top of ground in garden. Observe what happens. Point out the necessity of "ground".	
Identifies some large natural landforms, e.g. mountains.	Go on field trips to different natural landforms in immediate environment, e.g. rocky shores of river, mountains. Label landform for student and have him recall.	Starters: Jungle; Desert; Caves; Mountains.
	Show pictures. Play game where student must present the correct picture upon request.	Travel folders.

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
2. Weather:		
The student:		
Keeps weather chart.		
Differentiates between seasons.	Have a seasonal calendar with pictures to match showing, e.g. tulips, leaves falling, bears sleeping. Have student match pictures during "Calendar time". Go on field trips during fall, summer, spring seasons. Discuss observations. Make a seasonal collage from pictures, e.g. pictures about fall.	Starters: Sun; Moon.
3. Energy:		
The student:		
Associates some items with producing heat.		
Identifies sun as source of light and heat.	Try different experiments with student and have him relate differences, e.g. cast shadows on sunny day/dark room, use a prism in sunlight/closet.	
4. Pollution:		
The student:		
Identifies litter.	Have student participate in class clean-up/litter drive.	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Disposes of litter appropriately.	Eat out in park where lunch remains must be disposed of. Label remains as litter.	
Identifies noises he can make.	Have student use musical instruments, e.g. drums, bells, in hitting, shaking, and ringing movements.	
5. Conservation:		
The student:		
Identifies excess, e.g. left-over lunch.	Have consistent class procedures, e.g. saving left-over lunch to take home, saving scrap paper after an activity. Pair these concrete things with "too much - excess".	
Turns some appliances and lights on and off.	Have the student follow simple directions, e.g. turn on the lights, turn the television off. Pair turning off appliances with finishing their use, e.g. "You have finished watching your television program, now you turn the television off".	

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS
Level 4
A. Knowledge of Self

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
1. Personal Characteristics: The student:		
With assistance, states/writes name, age, address and telephone number.	Have the student write name, age, and address each day. Assist when necessary. Ensure student carries I.D. card at all times which has an emergency phone number on it as well.	Washington State Cooperative Curriculum, Binder 2. Social Learning Curriculum. Peabody Language Development Kits, Level 2.
Recognizes frequently seen people by name.	Display pictures of familiar people. Have student identify people as you say their names. Introduce people who student will see often, e.g. principal, custodian. Provide opportunities for student to hear their names and associate with actual person.	Photos of friends, family members.
With assistance, states or writes name of school.	Ask student what school he attends. Prompt where necessary. Write name of school on blackboard, have student copy. Provide opportunity to practise writing name of school.	
Identifies or marks own property with name.	Encourage student to pick up personal belongings and store in appropriate places.	

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS
Level 4
A. Knowledge of Self

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
	Provide student with opportunities to label personal belongings: books, pencils, papers, etc. Have student pick out own belongings from among two or three others which are similar.	
Chooses an activity of interest from among two or three.	Establish an area that is always set up with free time materials: paper, crayons, games, puzzles. As the student finishes his work or at assigned free time periods tell the student to go to the free time area and find an activity to do.	Puzzles. Games. Records. Books.
2. Physical Self:		
The student:		
Identifies the five senses and indicates body parts involved.	Have a tasting party. Let the student taste a number of substances, describe how they taste and classify according to taste. Increase number of different tastes as student's awareness increases. Have student try to identify familiar odors. Put substances in jars, open lids, have student smell substance and name it.	Social Learning Curriculum. Workjobs.

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS
Level 4
A. Knowledge of Self

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
	Have student sort objects into categories according to how they feel, e.g. rough/smooth.	
	Blindfold student. Make a noise, e.g. clap hands. Have student point to where the noise is coming from.	
	Have student sort objects according to their color.	
	Have student identify sounds on tape recorder, e.g. ringing telephone, dog barking; match sound to object or picture which would make the sound.	
	Play game "I Spy".	
Identifies body parts.	Have student name a body part as you point to it.	Doll. My Face and Body (flannelgraph).
Demonstrates knowledge of the function of body parts.	Ask student what each body part is used for. Give the usage of the body part and ask the student to name it.	Body Concept - Spirit Masters. Body Parts Dice Game.
	Play concentration game, matching body parts and pictures of activities using body parts.	
Describes specific characteristics of his own appearance, e.g. color of hair and eyes, length of hair, color of skin.	Display individual pictures of students. Ask each student to point out his picture and tell some things about how he looks.	Mirror.
	Have student look in mirror and describe what he sees.	
	Have student draw and color a picture of himself.	

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS
Level 4
A. Knowledge of Self

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Demonstrates knowledge that he grows.	Have student bring in or make up photo album displaying pictures of self from birth to present. Draw attention to size of student at different stages of growth, compare to present size. Have student bring in clothes that no longer fit him, especially baby clothes, shoes. Ask if he could wear these things now. At set times during the year measure the student, mark on wall chart, compare changes.	Pictures of student at different ages.
Demonstrates knowledge that growth takes place in people.	Have student bring pictures of various people of different ages; compare body sizes at different stages of growth. If possible have a mother and small baby visit the class at intervals during the year. Record size of baby and compare changes.	
Distinguishes between sexes by names and appearances.	Have student sort out pictures of people according to their sex. Make a list of people names. Have student classify them as to boys names and girls names.	Pictures of people.

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Identifies appropriate places for actions requiring privacy.	Direct student to, and have him use, appropriate places, e.g. bedroom. When taking student to unfamiliar places, direct him to REST ROOMS. Have student practise reading the various names/symbols depicting public toilets, e.g. MEN, WOMEN.	
3. Emotional Self:		
The student:		
Identifies specific emotions in self and others from facial expressions, posture, verbalizations.	Have student sort out pictures of people according to how they feel: happy, sad, angry, fearful, excited. Have student find pictures of people displaying specified emotions; make posters. Encourage student to express his feelings through drawing, painting, singing, dancing, etc.	Social Learning Curriculum. Pictures of people displaying a variety of emotions. DUSO. Human Development Program: Magic Circle. Exploring Our Emotions. I Know How You Feel.
Tightens and relaxes specific muscles when requested to do so, e.g. fist.	Have student model your actions. Use a variety of positions from which to practise: prone, sitting, standing. Start with gross motor movements (legs) and then add fine motor movements (fist).	Relaxation - A Comprehensive Manual for Adults, Children, and Children with Special Needs. Peace, Harmony and Awareness: A Relaxation Program for Children (record). Kiddie QR.

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Identifies some manifestations of emotional reactions, e.g. anger - tight muscles.	Use real situations. When a student is angry point out physical reaction (tenseness) and ask him how he feels.	
Identifies specific situations or things which make people happy, sad, or angry.	Draw student's attention to how he makes you feel when he does certain things, e.g. "You're making me very angry", "I feel sad when you say those things".	
	Have student tell what makes him happy, sad, angry. Compare responses.	
	Read stories which involve these emotions. Have student tell you what is causing the characters to feel this way.	
	On special days, e.g. Mother's Day, have student make lists of what he could do to make his mother happy.	
Distinguishes between some aggressive and non-aggressive behavior, e.g. hitting/touching, asking/demanding.	Draw student's attention to situations where aggressive responses are used. Have him think of other non-aggressive ways of resolving conflict.	
	Role play situations involving aggressive and non-aggressive behaviors.	Alternative Cards.

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
1. Needs and Motivations: The student:		
Identifies appropriate action required for specific need.	Read specific situations to student. Have him tell you what he would do in that situation, e.g. "You get home from school early, no one is home and you don't have a key to get in the house - what do you do?"	Social Learning Curriculum. Peabody Language Development Kit, Level 2. What Would You Do Cards.
	Role play situations where student needs something and has to act out how to get it.	
Identifies appropriate person to whom needs can be expressed, e.g. school personnel.	Role play situations where student needs something and has to ask the appropriate person for help.	
	Make display of community helpers. Discuss their roles and ways in which they help.	Pictures of people in specific roles, e.g. policeman, nurse.
	Provide opportunities for visits from school personnel, have them tell class what their jobs are.	
	Go on field trips to see other community helpers at work.	
Satisfies own needs in an appropriate manner.	Role play situations where student must help himself.	
	Praise any initiative student takes to help himself.	DUSO

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS
Level 4
B. Social Relationships

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
2. Factors Affecting Relationships:		
The student:		
Responds appropriately to familiar and unfamiliar people with respect to age.	Show student pictures of familiar and unfamiliar people. Ask, "What would you say to this person?" Include discussion about the dangers of going with strangers.	Pictures of familiar and unfamiliar people. Peabody Language Development Kit. People Puzzles-Families.
	Invite familiar and unfamiliar people to visit your class, e.g. student's mother and baby, grandfather, a senior citizen.	Social Learning Curriculum.
	Role play situations where student responds appropriately to people according to their age, e.g. baby, senior citizen.	
Responds appropriately to familiar and unfamiliar people with respect to their roles.	Make posters of community helpers with descriptions of what they do.	
	Invite community helpers to visit your class to discuss their roles.	
	Role play situations where student responds appropriately to familiar and unfamiliar people according to their roles.	Occupation Photographs. Job Puzzles. Occupation Match-ups. Career Identity Cards.

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Names/describes the character or situation presented in picture or story.	Present pictures of familiar story or comic book characters and have the student name them. Present pictures of situations. Have student describe the action in the picture and make-up a story to go with it. Read a book to student on a daily basis. Each day have him recall events from the past day's reading.	Pictures of story characters. Comics.
3. Handling Social Interaction:		
a. Expressive Communication Skills:		
The student:		
Communicates in a number of ways, e.g. gestures, speaking, writing, facial expressions.	Tell the students that for one class they must not speak to anyone; they must make their needs known in some other way, e.g. gestures, facial expression, writing, etc. Have student write letter of thanks or draw pictures. Have a "Monk" lunch where no one can speak (pretend only). Play modified game of charades.	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Communicates with others using socially acceptable behavior, e.g. maintaining eye contact, getting attention before speaking.	Utilize Magic Circle to practise these social behaviors. Role play situations where student is carrying on conversation with someone; emphasize acceptable conversation etiquette. Have people visit your class, allow student to take with them, both familiar and unfamiliar.	Human Development Program: Magic Circle.
Uses appropriate techniques to obtain information.		
Modifies own behavior at appropriate times or when directed, e.g. stops crying, settles down to required activities.	Praise student when he modifies behavior as directed. Ignore behavior which is inappropriate.	
b. Receptive Communication Skills:		
The student:		
Responds appropriately to obvious mood changes in others, e.g. raised voice, exclamations.	Provide opportunity for student to respond to mood changes. If response is inappropriate or if there is no response, assist him, e.g. raise voice for impact.	
Repeats short messages.	Verbally give student short message to deliver. Have him repeat it and deliver it to appropriate person. Check to see if they got the correct message.	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
	Arrange with parents to send verbal message home via student. Have them phone you to let you know if message was delivered correctly.	
	Play game "Gossip". Have students sit in circle and pass short message. Check for accuracy.	
c. Problem Solving and Decision Making:		
The student:		
Makes personal choices at appropriate times, e.g. free time activities.	Provide opportunity for free time activities. Have student choose own activity, assist if necessary.	
	Teach student how to play specific games to use in his free time.	
	Provide student with opportunities to tell others what he likes to do; display posters depicting favorites, e.g. food, television show, toy.	
Contributes to classroom decision making.		
With guidance, indicates the general nature of a problem in a conflict situation.	Role play conflict situations. Have student tell you what the conflict is. Assist where necessary.	
	After reading story with conflict in it, have student try to tell you what the conflict was and how the person was able to solve it.	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Identifies ways to travel.	Have student participate in a variety of vehicular and non-vehicular modes of transportation, e.g. skiing.	I.P.A. Manual, 1980.
	Play pictorial matching game: have student pair a specific mode of travel with a location, e.g. skiing with snow.	
Demonstrates knowledge of paying for some forms of travel.	Have student travel on city transit. Give him fare prior to boarding the bus.	
	Make a chart of forms of travel requiring fare. Have student cut out pictures of ways to travel that require fare.	Car Match-ups. Car Rally Game.
Identifies drivers of some vehicles.	Have student participate in field trips to different transportation terminals. Make arrangements for student to meet drivers, e.g. airport: pilot.	Travel pamphlets and magazines.

TRAVEL
Level 4
B. Travel Skills

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Recognizes the need for assistance in travel situations.	Have student participate in a travel training program. Role play procedures for paying fare boarding bus, etc., and practise in different real life settings. Practise emergency procedures, e.g. what to do when lost.	
	Play a game using pictures where the student must predict what happens next.	What Follows Next? Consumer Sequential Cards. Photo Sequential Cards.
Reacts appropriately to the meaning of traffic colors.	Play games, e.g. "Red Light - Green Light", modifying the rules to include a variety of command movements, e.g. "When I say green, I want you to walk backwards". Incorporate the green-go, red-stop concept in other areas, e.g. physical education.	
	Practise crossing streets using traffic lights. Try different light standards, e.g. overhead, on pole. Simulate these activities in the class before going into the community.	Traffic Light
States name and address when seeking assistance in a travel situation.	Role play giving name and address or presenting an I.D. card in a number of specific situations, e.g. getting lost, losing fare.	Teacher made I.D. card.

TRAVEL
Level 4
B. Travel Skills

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Recognizes immediate neighborhood of home and school.	Play locating and identification games with obvious landmarks in the environment, e.g. bench, bus stop.	
	Have student run errands to a neighbor's house that is within sight, lead you to local corner store, deliver fliers, etc.	
With supervision, identifies bus signs and some bus route numbers.	Have student view a number of different bus signs and route numbers.	
	Have student find bus stop locations in a variety of settings, e.g. bus stop nearest school, bus stop to return to school.	
	Play number matching games: "Fish" with bus route numbers; "Solitaire" with bus route numbers.	Blank playing cards or pieces of paper in the size of playing cards.
Identifies some basic words of signs of information, e.g. danger.	Have student view a number of common words of signs of information. Play locating games in the classroom, where students must find the correct sign.	Teacher made slides. Road Signs of the Times. Survival Signs. Functional Signs. Match-ups.
	Take student on field trip to downtown area and take instant photos of signs and information.	Safety for Me. Workbook series, Book I, II.

TRAVEL
Level 4
B. Travel Skills

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Identifies behaviors which are appropriate in public, e.g. keeps acceptable distance.	Role play appropriate behaviors, e.g. greetings, travel procedures. Role play procedures, e.g. lining up for a purchase, choosing a seat on the bus.	Winnie the Pooh on the Way to School.
Differentiates between strangers and family and friends.	Have local police come to school to speak about the possible dangers of going with strangers and procedures for seeking help, e.g. Block Parents, seeking shelter in a store.	
Demonstrates some appropriate behaviors at home and in public.	Have the class make a chart of appropriate behaviors for home and in public that are related to travel. Role play various situations.	
Selects appropriate coins for own fare.	Use matching procedure where student must select fare coins. Have student pay own fare on city transit.	
Demonstrates understanding of travel events associated with specific time of day, e.g. time bus leaves.	Have the class make a chart of rising times/retiring times, meal times, special activities times, etc.	
	Play pictorial grouping game: have pictures of activities for morning, afternoon, evening, etc. and have the student group all the morning pictures, all the evening pictures, etc.	Teacher made game from pictures in magazines.

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Crosses streets in quiet neighborhood of home and school.	Have local police come to school and show class how to cross streets safely.	
With supervision, travels in community.	Establish a safe route from home to school, school to local store. Collaborate with parents. Point out unmarked intersections, dangers, truck routes. If student lives on a farm, point out farm dangers, e.g. highway, field, unpenned animals.	Winnie the Pooh on the Way to School.
	Invite 4-H members to speak on safety.	
Demonstrates understanding of rules of safe riding/walking.	Simulate safe street riding on playground pavement, e.g. signals, lines on pavement. Award badges for safe driving. Have student cycle to specific location from school for special activity.	
	Role play responses to familiar traffic signs and lights, e.g. stop sign, green light.	
With supervision, crosses streets in busy areas.	Provide practice in actual situation.	

HEALTH
Level 4
A. Nutrition

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Distinguishes between foods that are edible and inedible, e.g. spoiled, dirty.	Collect edible and inedible foods and place them in refrigerator. Clean refrigerator, illustrating what is no longer edible and point out various ways of identifying food that is good or spoiled. Set up a small model kitchen. Place small food samples in appropriate and inappropriate places, e.g. garbage can, on the floor. Have student select areas where food must not be consumed. Discuss possible consequences of consuming inedible foods.	
Associates meal times with specific food items and a certain order of eating.	Show pictures of several food samples related to a particular meal; discuss importance of these foods with student. Have student select pictures to show what he eats at specified meal times. Use a language experience chart to reinforce.	
Identifies many foods by name.	Make "Food of the Week" bulletin board: foods to be explored that week. Use variations, e.g. foods from other countries, from different ethnic groups. Have a parents' night: set up new food experiences in classroom. Involve parents in a testing party. Display student's scrapbooks: "New foods I have tried".	

HEALTH
Level 4
A. Nutrition

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Classifies food in two or more groups, e.g. fruit, meat.	Illustrate universal color code of food group chart, Discuss each food group individually. Have class construct wall collage from four pie shaped, different colored materials; label each section with the name of a food group. Set up a display of various foods using empty food containers and packages. Have student select an item from the display and place it on the correct food group.	Canada Food Guide.
Associates some foods with their sources.	Discuss a food group and have student name as many sources as possible. Construct a chart illustrating one food group, e.g. show a picture of a cow on a farm. Make flaps on cow that can be opened and closed. Under flaps draw pictures of products we get from cows.	
Eats a wide variety of foods.	Provide a balanced diet, using foods from all food groups. Establish an "adventure day": new foods to try, e.g. ethnic or holiday food. Prepare a new food in class or send a new recipe home for student to prepare with parent, and bring back to school.	Department of Agriculture Materials.

HEALTH
Level 4
A. Nutrition

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
With assistance, controls quantity of food consumption.	Play "select a meal" game. Discuss importance of weight control. Use picture study illustrating overweight children; discuss how it affects health.	

HEALTH
Level 4
B. Personal Care

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
1. Knowledge of Body:		
The student:		
Identifies body parts.	Model body parts and have student imitate.	Peabody Early Experience Kit.
	Play Sesame Street record, "I've Got Two".	Peabody Language Development Kit Level 4.
	Play game, "Simon Says".	My Face and My Body (flannelboard).
	Assemble puzzle on floor. Have student identify each of his own body parts as he fits that piece into the puzzle.	
	Use stencils that require student to perform a specific task related to body knowledge, e.g. color the nose red.	
	Use templates to draw missing body parts.	
Identifies some internal organs, e.g. stomach, heart.	Use study prints and charts available through the science department, public health nurse, or school libraries.	
	Use body transparent models to illustrate these parts and discuss their function.	
Demonstrates elementary knowledge of body changes that occur with physical growth, e.g. breast development, muscular development.	Discuss, using charts, study prints.	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
2. Care of the Body:		
The student:		
With reinforcement, demonstrates appropriate self-care, grooming, and toileting behavior.	Establish well defined expectations for student, as regards self-care at school. Establish consistent routine. Use modelling and discussion while performing skills. Define grooming skills to be covered with your class, e.g. washing hands, wearing clean clothes.	
Recognizes importance of personal cleanliness as it affects others and self.	Choose a different area or focus for each month, e.g. washing hands/bathing. Extensively discuss effects on self and others. Make posters of different grooming skills.	
Recognizes the need for sleep and/or rest.		
Reports accidents, pain or other symptoms of illness.	Role play specific incidents.	
3. Drugs and Alcohol:		
The student:		
Takes medication only under supervision of parents or trusted adult.	Discuss which adults may administer medication to student. Use photographs to ensure student recognizes adults who may administer medication.	
Recognizes there are times when medication must be taken.	Role play, or illustrate with pictures, situations that require taking medication.	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Identifies personnel in the health field, e.g. nurse, doctor, and relates them to their functions.	Use study prints and pictures of health service personnel. Discuss their functions.	
	Use cut-outs or samples of clothing and equipment for a specific professional, e.g. find all things that belong to a dentist.	
	Show films or filmstrips of visits to health service workers.	Just Awful (film). Your Mouth Speaking (kit).

SAFETY
Level 4
A. At Home and School

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Practises safe use of some of the equipment and materials encountered at home and at school, e.g.: -sharp objects -appliances -electrical outlets -tools -poison -gym equipment -matches.	Demonstrate safe use, have student model. Visit community resources, e.g. supermarket, hardware, store. Teach meaning of poison signs, etc.	
Keeps work and play area orderly and safe.	Post pictures of, and color code, materials to indicate where they should be placed. Do not allow student to move to next task/area until previous task/area is completed and materials returned to proper stations.	
Practises safety when moving on stairs, in hallways, on buses, etc.	Demonstrate and discuss the proper safety principles for movement on stairs: -carry packages up or down stairs in a manner that does not obscure vision -do not leave objects on stairs -hold railing when descending stairs for better support and balance. Illustrate by using pictures of unsafe use of stairs. Discuss how to rectify these situations. Discuss safety rules for travelling in cars or buses.	

SAFETY
Level 4
A. At Home and School

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Practises fire safety.	Demonstrate that matches and lighters cause fires. Discuss that these are to be handled by an adult or under supervision only. Have student demonstrate action to be taken if clothing catches on fire.	
Demonstrates ability to alert others in case of fire.	Familiarize student with fire bell, smoke alarm and procedure to be followed.	Tape recordings of a firebell or smoke alarm if actual objects cannot be used.

SAFETY
Level 4
B. Community

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Practises some safety rules when walking or riding a bike.	Discuss cycling skills and rules: -correct side of street to ride on -discuss hand signalling -dismounting before crossing street.	Bicycle Safety.
	Show film on bicycle safety.	
Recognizes the consequences of disregarding rules.	Use resource persons from the police department or safety course for discussion and demonstrations.	
	Discuss walking rules: set up mock crosswalk in classroom, use streetlights, walk/don't walk signs.	
	Demonstrate proper place and time to cross street. Have student imitate the procedure.	Winnie the Pooh on the Way to School (film).
	Demonstrate the correct way to cross the street at unmarked corners. Discuss the function of safety patrols. When student demonstrates an acceptable level of mastery on mock crosswalks and streets, repeat these tasks in the community.	Hansel and Gretel (film).
Accepts direction in emergency situation.	Determine several emergency situations that may be encountered at home or at school. Illustrate with pictures under appropriate headings.	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Recognizes sources of help in emergency situations, e.g. neighbor, police.	Discuss preventative measures and procedures to follow when an emergency arises.	
	Make a chart displaying people who can help in emergencies. Discuss this person's function.	
	Discuss the Block Parents Program and show the film.	What's a Block Parent? (film).
	Play the "station game": set up several stations in the classroom that depict school, home, store and block parent home. Have student select the appropriate station to help with a certain problem.	
	Play "car rider" game: make a chart showing the student as a passenger in a car. Leave an opening for different pictures to be inserted as drivers. Reward the student for accepting a ride only with people he knows.	Teaching the Moderately and Severely Handicapped.

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Practises safety rules in the following areas and activities: -playground -gym -parks -swimming pool -tobogganing -skiing -skating.	Demonstrate safe use of each piece of equipment or correct procedures when using equipment. Point out dangers associated with incorrect use.	
Identifies dangers of recreational equipment in most situations.	Discuss water safety rules. Show film on water safety.	Jiminey Cricket's I'm No Fool in Water (film). Jiminey Cricket's I'm No Fool With Safety (film).
Seeks help when injured.		

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
1. Why Work:		
The student:		
With some assistance, responds appropriately to tasks assigned in the classroom.	Provide physical assistance and verbal support.	
With assistance, indicates types of rewards available for tasks completed.	Make contractual agreement with student: successful completion of given task brings a given reward, e.g. favorite activity, tangibles.	
Recognizes relationship between task performance and receiving of reward.	Withhold reward if the terms of above agreement not met.	
Performs some tasks without promise of tangible rewards.	Tell student that certain tasks must be done, e.g. turn out the lights, wash dishes, because they are necessary. Use helper's list if desired.	
2. Job Awareness:		
The student:		
With assistance, indicates whether other members of the family work.	As class assignment have student take home note to find out what kind of work parents and other family members do (what hours, what days). Use for class discussion.	
Indicates that other people work.	Encourage parents to discuss their field of work with student.	Real People at Work.
With assistance, names some forms of work.	Discuss various well known jobs, e.g. teacher, nurse, policeman.	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
	Take field trips to various places of work. Begin with the more obvious occupations (uniformed positions), moving to less obvious jobs as the student gains knowledge of the community.	Occupational Photographs. Job Puzzles. Community Careers (flannelboard). Occupation Match-ups. Career Identity Cards.
3. Job Demands:		
The student:		
Demonstrates ability to listen to instructions and perform more difficult tasks.	Provide physical assistance with a variety of verbal prompts. Foster pride in completion of task by prominently displaying names of the students who finished. Distribute reward buttons.	
Offers to help in routine situations.	Reinforce desirable behavior with verbal prompts and nonverbal cues, e.g. pointing to the job charts.	
With decreasing assistance, responds appropriately to criticism and praise.		

WORLD OF WORK
Level 4
B. Specific Work and Allied Skills

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
1. Use of Tools and Equipment: The student:		
Identifies more tools and demonstrates greater proficiency in their use.	Have student experiment with tools. Demonstrate correct usage of tools. Let student practise final stages of skills, e.g. complete the driving of a nail.	I.P.A. Manual, 1980. Workjobs.
Follows simple rules of organization, care and safety with respect to common tools and materials.	Demonstrate and have student practise changing and storing of tools. Label storage area with pictures or shapes for proper return of tools with pictorial examples.	
Constructs simple projects.	Make available a variety of material and have student experiment.	
2. Following Directions: The student:		
Follows more complex directions.	Provide physical assistance with a variety of verbal prompts. Foster pride in completion of task by prominently displaying names of the students who finished.	
Identifies most persons in authority in the school and immediate community, e.g. other teachers, policeman, pool guard.	Make posters of people in authority in the community. Make field trips to visit people in authority, e.g. police station.	Community Helpers. Community Careers Flannelboard Set.

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
3. Decision Making: The student: Chooses independently between two or more alternatives.	Provide a variety of situations for choosing between alternatives, e.g. use pen or paintbrush.	
4. Independence: The student: Demonstrates ability to adjust adequately to people and materials in familiar and unfamiliar situations, e.g. maintenance, janitorial service.	Provide opportunities for student to take familiar materials to unfamiliar locations; to take unfamiliar materials to familiar locations.	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
1. Awareness of Personal Ability and Interest: The student:		
Describes certain types of jobs in the immediate environment he is capable of doing.	Show filmstrips of people at work. Encourage parent cooperation to set up job schedule at home. Take field trips within school and to various places of work. Label jobs being done and by whom, e.g. typing, garbage collection. Have student match pictures of tools with appropriate pictures of workers.	
2. Awareness of Process: The student:		
Recognizes the importance of personal cleanliness as it affects others and self.	Set up a daily hygiene program. Issue individual toothbrushes and combs and make each student responsible for own teeth, hair, neat and tidy clothes, clean nails.	

WORLD OF WORK
Level 4
D. Keeping A Job

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
1. Awareness of Responsibility: The student: Responds appropriately to classroom routines and school expectations, e.g.: -punctuality -personal hygiene -appropriate interaction -attending to task -safety awareness -appropriate discriminating skills, e.g. questions inappropriate requests.	Provide a daily time check-in system in the classroom and discuss consequences of tardiness and appropriate times for arrival.	
	Set up daily hygiene program. Invite public health nurse and other community people to assist. Display attendance chart and let students keep it up-to-date on a daily basis. Discuss at end of month (or week).	
	Play games which enhance cooperation.	Deal Me In.
	Set up assembly line procedures for class projects, e.g. bottle drive.	
	Improve task behavior by using time devices.	Kitchen timers
	Reproduce signs of warning and danger and visit areas displaying such signs: visit areas with potentially dangerous machinery.	
	Role play various situations making absurd or inappropriate requests of students. Discuss why student should refuse such requests.	Pre-Vocational Program Packages.

HOME MANAGEMENT
Level 4
A. Clothing

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Follows home routines regarding care of clothing, e.g. hanging up, placing in laundry.	Have class and individual discussions to develop awareness: -how to prevent soiling clothes -where/when do clothes get soiled -why be concerned with clean clothes -where are dirty clothes acceptable, e.g. shop. Have student assist with home/school laundry. Discuss home routine, e.g. getting ready for bed, and placing dirty clothes in laundry.	Grooming chart. Clothing Care Series. Education for Independence.
With supervision, selects own clothing.	Make grooming chart. Take field trips to local clothing stores.	
Participates in purchase of own clothing.		
With assistance, does some simple sewing.	Have student practise "in-out" sequence stitching with sewing cards; then using other materials, such as pegboard and colored string or shoe laces, macrame cord. Have student practise stitching by following the squares of gingham or stitching varied shapes together.	Sewing cards. Felt, burlap, cotton, wool. Large eyed needles. Pegboard. Colored string. Shoe laces.

HOME MANAGEMENT
Level 4
B. Food

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Demonstrates appropriate eating behavior, e.g.: -using appropriate utensils -taking appropriate amount.	Make sequential word/picture experience chart, e.g. "eating a meal".	
Demonstrates appropriate table manners, e.g.: -serving self from large container -passing serving bowls	Whenever possible present choice situations, e.g. rather than handing each student a sandwich, present sandwiches on a plate or tray and have each student take own.	
Assists in family grocery shopping routines, e.g.: -purchasing one item -bringing back change -locating common items.	Take trips to store.	Planning Meals and Shopping. Young Homemakers Cookbook.
Identifies basic foods to be purchased, e.g. bread, milk, apples.	Have student classify foods, pictures of foods, etc. according to four food groups.	DUSO Kit. Peabody Kit. Food and Nutrition.
	Make collages with pictures of food.	
	Ask community personnel, e.g. home economist, to speak to class about good nutrition. Provide opportunities to practise.	Help Yourself to Food. Kits in the Kitchen. Cooking in the Classroom.
Plans and prepares own lunch for school, e.g. sandwich.	Collaborate with parents. Prepare lunch one day at school. Use self-locking plastic bags, cut meats, cheese, vegetables that are easy to prepare. Use a lunch bag and reinforce name-writing skills.	Kids' Garden Book. ABC Cookery. Cook and Learn - A Child's Cook Book. Crunchy Bananas. Let's Do Some Cooking. Turn Kids on to the Good Food. The Kid's Cookbook.

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Prepares uncooked breakfast, e.g. cereal, toast, juice.	Collaborate with parents. Include cereal selection, bread selection in grocery shopping routines.	Teaching Home Economics to Special Students.
Uses some common utensils and tools.		
Participates in chores related to food production, e.g. weeding garden, caring for livestock.		
Participates in food preparation, serving and clean-up routines, e.g.: -preparing simple meals -setting table -washing dishes.	Provide practice situations, using actual dishes, etc. Use flannelboard with felt shapes. Make a plastic table cloth with outlines of plates, utensils, etc. Provide opportunity for student to participate in preparing simple meals and doing dishes.	The Kids' Cookbook. Cooking Activities for the Retarded Child. Classroom Cookery. Young Homemaker's Cookbook.

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
With prompting, identifies jobs to be done, e.g. snow shovelling after snow fall.	Discuss, e.g. "The juice spilled. What do we do?" "You have mud on your shoes, what should you do?"	Mother's Helper.
Recognizes need for obvious repairs.	Periodically sort through classroom materials and have student determine those in need of repair.	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Describes main characteristics of household furnishings, e.g. color, size.	Use pictures or real objects and ask questions to stimulate comparisons between the articles. Initially use objects with gross differences, then more subtle ones.	Housing and Home Furnishings - Your Personal Environment.
Associates furniture/ furnishings with correct function.	Play charades where students must guess the article of furniture from function clues, e.g. sleeping - bed. Have student match pictures: furniture - use.	
Identifies some different homes people live in, e.g. house, apartment.	Take a survey of where class members live. Arrange for visits to different homes.	

HOME MANAGEMENT
Level 4
E. Child Care

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student: Assists in care of younger children.		

MONEY MANAGEMENT
Level 4
A. Earning Money

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
See Computation Section: Management, A. Money.		
The student:		
Identifies and labels all coins.	Have student make an art rubbing collage; use coins, bond paper, pencil crayons. Rub over coins for imprint.	
	Have student do sorting exercises with coins, play and real.	Real money.
	Make velcro dart game; make values on circles correspond with coins. Total score; student with most "money" wins.	
	Divide class into two teams. Make assorted coins available. Have teams take turns bringing coins, e.g. dime, nickel. If first team misses, the other gets chance. Team with most "money" wins.	
Identifies two bills.	Expose student to various bills, emphasize differences in numbers, pictures, color.	
Relates number concepts to coins up to ten.	Teach value equivalents.	
Identifies dollars and cents when written.		
Names five jobs for which people are paid.	As a class project make a bulletin board listing jobs or pictures of jobs for which payment is received.	
Performs simple task for small amount of money.	Establish tasks according to situations available, e.g. washing cars, selling snacks at noon, cleaning yards.	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
With supervision, spends small amounts of money.	Present situations when student will have the opportunity to spend money.	
	Coordinate home/school program re: allowance spending.	
	Have school project where allowance is brought to school, budgeted and spent accordingly.	
	Wherever possible include student in school spending, e.g. groceries for home economics project.	
	As a class project, collect money, then spend it according to plan.	
Associates appropriate stores with their merchandise.	Use flash picture cards; first student to name store retains card till end of class.	
	Have student sort mounted pictures into various labelled boxes.	Catalogues, magazines.
	Make store collages: place logo picture or label at top and pictures of things available therein.	
With assistance, budgets allowance.	Use a shaping procedure. Initially give student a daily amount to spend, e.g. 10¢, 25¢, then issue allowance bi-weekly, weekly.	Children's Spending. Advertising Unit.
	Build in bonus programs so the student can earn more than his allowance, for extra work or exceptional work. Have students work towards financing special activities at school.	

MONEY MANAGEMENT
Level 4
C. Saving and Borrowing

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Keeps money in a safe place for a specified period of time.	Provide a place for keeping money. Plan use for money. Assume role of "banker" and have student deposit money in "bank". Make number chart of discs with each number on; multiples of five a different color. Use same idea on a pegboard.	
Saves money for special purchase.	Teach budgeting of allowance. Have class discussions: "If I had $5., I would ...", etc.	

MOTOR DEVELOPMENT AND PHYSICAL ACTIVITIES
Level 4
A. Fundamentals of Movement

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Demonstrates ability to perform more complex combinations of motor skills, e.g.		
-throwing and catching against a wall	Use large ball and gradually progress to a smaller ball. Have student try to hit a target on wall.	
-partner work	Have student practise bouncing, rolling, throwing ball with partner.	
-running and kicking.	Initially have student walk up to ball to kick it. Gradually increase speed and distance from ball.	
Demonstrates the ability to generalize performance of object control skills (throwing, kicking, striking, batting, catching, bouncing) in a variety of dimensions including:		
-different sizes of objects	Have student practise throwing basketball, baseball, tennis ball.	Movement Exploration and Locomotor Skills.
-different shapes of objects	Have student practise throwing baseball, football, bean bag.	Basic Motor and Ball Skills.
-variations in intensity of force of actions	Have student kick ball hard at goal; kick ball softly to pass; kick gently in dribbling.	
-direction control.	Have student throw ball in general direction of partner; gradually refine range of direction to partner/target, etc.	

MOTOR DEVELOPMENT AND PHYSICAL ACTIVITIES
Level 4
A. Fundamentals of Movement

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Demonstrates proficiency and initiates the performance of most basic motor skills in areas listed under Level 2.	Gradually fade guidance. Have student engage in activities appropriate to the acquisition of the skills listed in Fundamentals of Movement.	
Demonstrates acquisition of additional motor skills in the following areas:		
-skipping	Hold student's hand and skip together.	
-jumping rope	Have student practise jumping rope individually. Have him step over rope initially; gradually increase swing and jump. Have student practise jumping rope as part of a group. Play "Baby's Cradle", etc.	
-riding bicycle without training wheels.	Fade use of training wheels and physical guidance by holding rear of seat and handle bar if necessary; encourage student to pedal.	
With some guidance, demonstrates proficiency and initiates Level 3 Motor Skills: locomotor skills, body control skills, specific equipment skills.	Provide opportunities for practice. Gradually fade guidance.	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Participates in activities appropriate to the acquisition of the skills listed in Fundamentals of Movement:		
-jumps rope		
-practises bicycle riding		
-plays lead-up activities for floor hockey (plastic "cosom" sticks).	Have student take shots on goal. Practise stick handling between cones.	
Participates in an appropriate aquatics program.	Use Red Cross Swimming Program.	
Participates in elementary water games.	Play tag, etc.	
Participates in simple games, e.g. dodge ball, parachute related games.		
Participates in motor activities utilizing rhythmic patterns.	Provide opportunities for practice of simple dances involving partners and specified steps, e.g. Mexican Hat Dance.	Dance Movement Experiences. Special Education Teaching Games. Until the Whistle Blows.
Participates in recreational activities, e.g. skating, bowling, cross country skiing.		
Participates in regular fitness program.	Have student participate in various exercises which emphasize flexibility, endurance, strength and speed, e.g.: -flexibility: sit-ups -endurance: leg-lifts -strength: chin-ups -speed: distance running.	Special Education for Exceptional Children. Motor Fitness Testing Manual for the Moderately Mentally Retarded.

C. Social Skills Related To Games and Activities

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Attends to the task being presented.		
Responds appropriately to instructor.	Praise appropriate responses.	
Demonstrates ability to follow instructions in a group setting.		
Uses appropriate courtesies.	Have student say "please", "thank you", share, take turns and demonstrate cooperative behavior.	
Generalizes the above skills to settings and individuals outside the school.		
Utilizes social skills and practises safety rules involved in cooperative play and other games.		

FINE ARTS AND INDIVIDUAL EXPRESSION
Level 4
A. Crafts, Hobbies and Activities

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Demonstrates initial proficiency in making creative patterns.	Teach concept of circular movements by using sand, finger paint; large circular movements by tracing same on large pieces of paper.	Dubnoff School Program I (Level II). Creative Art for the Developing Child. Handbook of Arts and Crafts for Elementary and Junior High School. Your Art Idea Book. Art is Elementary - Teaching Visual Thinking Through Art Concepts. Art Box. Arts and Crafts for Slow Learners.
Uses both hands to form shapes, e.g. ball.	Using plasticine or play dough teach student to shape a ball, block, etc. Use flat pieces of board to form sides of a block by first pressing down on a ball made from plasticine or modelling clay, rotate to make other sides.	
Demonstrates beginning interest in other formations.	Show shapes of cylinders, pyramids, discs cut from plasticine rolls, etc.	
Demonstrates use of scissors with a variety of materials.	Provide paper with outlines of squares, rectangles, triangles and circles. Have student cut these forms. Give catalogues to student, and have him cut objects from it. Use other materials which are generally easy to find, e.g. newspaper.	Catalogues. Newspapers. Magazines. Wallpaper. Crafts for the Very Disabled and Handicapped of all Ages.
Makes recognizable articles from simple toy building sets.	From a toy building set make a building to be copied by the student. Then use more complex toy building sets as a model to be copied by the student; have him experiment on his own.	Lego. Tinker Toys. Logs.

FINE ARTS AND INDIVIDUAL EXPRESSION
Level 4
A. Crafts, Hobbies and Activities

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Distinguishes between, and names, common colors.	Pair color with name card for that color. Have student identify that color. Use mechanical devices to pair object or color strip with the correct name.	Learning Basic Skills Through Music, Vol. II. Tutorgram Teaching Systems.
Identifies top, bottom and sides of objects.	Have student construct an object, e.g. box, basket, cylinder, etc.	
Uses lines, squares and circular shapes for people and objects.	Illustrate to student, using circles and squares to draw an animal or person, e.g. drawing a horse. Use blackboard so student can move easily erase and at same time use larger movements. Use parts of cut-outs to assemble puzzles.	

FINE ARTS AND INDIVIDUAL EXPRESSION
Level 4
A. Crafts, Hobbies and Activities

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
With assistance, completes own craft project.	Have student experiment with a variety of crafts, e.g. paint by number, tie and dye, fabric painting, chenile crafts.	
Pursues a simple hobby.	Encourage student to collect and order materials for his hobby, e.g. flowers for pressing, stamps, rocks.	
Participates in directed recreational activities.	Provide a variety of leisure activities, games and sports (indoor, outdoor), individual, and group, e.g. table games, hiking, soccer.	

Note: This list of activities is not meant to be exhaustive. Teachers are encouraged to add others or delete to meet the needs of their students.

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Listens to music for enjoyment for increasing periods of time.	Invite musicians to school to play instruments. Use story-records with background music. Take a field trip to the library to get records out on loan.	
Operates music producing equipment, e.g. cassette recorder.	Have students bring tapes/records to school to listen to.	
Participates in musical games, songs, and/or moves to music.	Choose a record that is familiar to the student. Assist student while record is being played. Ask student to bring favorite record or tape.	Tom Thumb Early Learning Library records. Hap Palmer records.
Plays rhythm instrument in simple pattern.	Use rhythm sticks when the class is marching, e.g. drum, triangle.	
Explores use of other musical instruments.		
Performs simple dance steps, e.g. squares.	Teach by example and participation. Do imitative rhythms such as imitating animals, skating, galloping, etc.	
Improvises body movements to follow tempo/rhythm in a variety of musical selections.	Play game: have student move in accordance with the music. Have the student adjust movement and tempo.	
Performs creative movement activities.		

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Hums or sings some familiar songs.	Use any activity that will enable the student to participate in singing: while working, during roll call, during exercise time, assembly, etc.	Reaching the Special Learner Through Music.
Imitates high and low tones when heard.	Use piano scale recorder, tone bells, etc.	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
With some independence, acts out a suggested set of actions, e.g. ironing clothes, mowing the lawn.	Play simple game of charades depicting these actions. Provide opportunity for improvisation.	
With assistance, repeats a verse or part of a story, e.g. wolf in "The Three Pigs".	Read story or verse, leaving out parts. Have student supply missing parts.	
Demonstrates feelings, e.g. anger.	Use story or film which will show feelings of anger. Use pictures which show this feeling.	
With assistance, demonstrates an individual role as part of a group activity.	Choose role for student which will likely be successful for him.	

D. Recreation

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Entertains self with resources at hand (common items).	Provide opportunities for free time.	
Plays cards and board games.	Teach student to play some solitary card games. Provide opportunities for student to play.	
Utilizes art/craft skills in leisure time.	Provide a wide variety of art/craft skills for student to try and choose from.	
Creates play situations which include others.	Provide opportunities for play. Encourage student to initiate games that he knows how to play.	
With assistance, plays lawn games with modified rules.	Teach student to play some lawn games.	
Plays at open community parks.	Provide opportunities for student to play in parks.	
With decreasing supervision, attends community events.	Attend some community spectator events.	
With supervision, uses some recreation facilities.	Provide opportunities for student to participate in some recreational programs.	
With supervision, attends camp, does some scouting.	Provide opportunities for student to attend camp, join scouts, etc.	

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY
Level 4
A. At Home

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Identifies belongings of other family members.	Have student follow directions to locate items of others, e.g. running errands, delivering items.	
	Collaborate with the home to have student assume responsibility for home chores which involve putting laundry away, identifying others' belongings, etc.	
Identifies immediate family members by role.	Role play family roles, e.g. working mother, working father.	Family Face Puppets.
	Have class compose scrapbooks with pictures of jobs that family members do.	The Classification Game.
	Show films.	Home and Family Occupations (filmstrip and cassette).
Associates immediate family members with what constitutes own family.	Have student compose a family album or scrapbook.	
	Have student relate a story about own family, made-up or real.	
	Use pictorial props if necessary.	Consonant Pictures for Pegboard.

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY
Level 4
A. At Home

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Recognizes that families can change in size.	Raise classroom pets, e.g. guppies, gerbils.	
	Construct pictorial stories about changing family situations, e.g. a new baby, a sister getting married.	
	Make a chart of number of members in each student's family.	
	Show films.	How Does It Feel When Your Parents Get Divorced?
Practices courtesies.		
Follows most family rules.	Make a pictorial chart of family rules.	
	Reinforce following rules.	
With reinforcement, assumes some responsibility for self and belongings.	Delegate simple chores at home on a daily or weekly basis, e.g. bed making, cleaning a room.	
	Construct personal pictorial charts of duties. Reinforce jobs completed.	

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY
Level 4
B. At School

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Identifies belongings of other classmates.	Have student participate in more complex locating games, e.g. "I Spy"; make description of item more complex. Have student model teacher behavior of asking to use another's belonging.	
Follows most school rules.	Have class assist in making a poster of school rules.	
With reinforcement, assumes some responsibility for self and belongings.	Delegate simple chores at school on a daily basis, e.g. tidy coat area. Construct pictorial charts for responsibilities, e.g. good grooming, tidy desk.	
Demonstrates respect for property of others within the class.	Demonstrate and have student model courtesies involved in handling other's property, e.g. borrowing and lending procedures.	
Carries out simple class chores/errands.	Have student participate in both preparation and clean-up activities, e.g. art time, P.E. equipment. Demonstrate correct steps and have student model behavior.	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Identifies community helpers, e.g. public health nurse.	Take field trips to public health offices, para-medic unit, local hospital, etc. As a class activity make posters with pictures of community helpers and a description of what they do.	
Identifies most adults with whom he deals as authority figures.	Have student follow simple directions from a variety of persons, both familiar and unfamiliar.	
Identifies some community facilities, e.g. stores.	Take student to local shopping centre. Label stores, and make purchases, or view services rendered. Have student participate in community recreational facilities, e.g. swimming, bowling.	Concept Town (game).
Demonstrates awareness that other families in own community are different from own family.	Have an "ethnic day" at school where student brings a favorite food dish, or activity from home. Discuss and compare each student's customs. Discuss different holiday traditions, and follow-up with ethnic arts and crafts projects, e.g. a pinata at Christmas, modified Ukranian Easter egg decoration. Show films.	The Many Faces of Children (posters).

C. In the Community

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Associates certain behaviors with hearing the National Anthem.	Have student participate in opening exercises at assembly, e.g. standing at attention. Have student follow simple directives given by teacher regarding behaviors expected while National Anthems played.	
Recognizes the Canadian Flag.	Have student select Canadian Flag from among others.	
Follows some community rules and routines, e.g. crossing at corners.	Take student to different locations in the community, e.g. parks, stores. Demonstrate correct behavior and have student model.	

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY
Level 4
D. Environmental Education

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
1. Ecology:		
The student:		
Groups living organisms as animals, fish, birds.	Have students sort animal, bird, fish pictures.	Animal Sorting Games: Farm Animals; Forest Animals; Wild Animals; River and Pool Animals; Sea Animals; Birds; Insects.
	Have student label significant parts of each of the living organisms, e.g. birds: wings, bills; animals: tail, four legs.	
	Have student visit local zoo, animal farm or aquarium to observe living specimens.	
	Keep a classroom "zoo", e.g. budgies, gerbils.	
	Show films.	Animals Around You Series (film).
Distinguishes between domestic and wild animals.	Take student to visit a pet store, or other location where pets may be purchased.	Birds of Canada #6.
	Take field trips to a farm or natural park.	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
	Have student collect pictures and make a scrapbook of "Native Animals of Alberta", "Farm Animals of Alberta".	Wall Posters - Alberta Energy and Natural Resources (Fish and Wildlife) - Birds and Animals.
	Show slides.	Flora and Fauna (kit).
Pairs adult and baby animals of the same species.	Use sorting and manipulative activities.	Zoo Babies. Animal Families. Where Do They Belong? Animal Growth Sequential Cards.
	Show films/filmstrips.	Animals That Build Their Homes (filmstrip).
Classifies plant material on one dimension, e.g. by flowers.	Take student on field trips and have him notice attributes of plant material. Have student collect plant material which has same attribute, e.g. color of leaf, color of flower, having berries.	Places Where Plants and Animals Live. Experimental Science Program.
Differentiates between fruits and vegetables.	Take class on shopping expedition to purchasing only fruits/only vegetables.	
	Have student prepare common fruits and vegetables for tasting experiences.	
	Play guessing games involving identifying a fruit or vegetable by attributes, e.g. "I am orange, you peel me, what am I?".	

D. Environmental Education

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Identifies growing environment of familiar fruits and vegetables.		
Identifies water as a requirement for plant growth.	Have student participate in caring for plants.	
	Have student observe experiments involving watering and not watering plants and seeds	
	Grow mung beans or alfalfa sprouts in classroom.	
Identifies common water forms, e.g. river, lake.	Take class on field trips to local waterforms, e.g. lake, slough.	
	Show pictures.	Places Where Plants and Animals Live (filmstrip and cassette).
Recognizes that plants grow in soil.	Have class care for plants including transplanting duties. Construct plant gardens or terrariums.	
Identifies an animal that lives in the ground.	Visit a zoo and view the homes of rabbit, gopher, etc.	
	Show pictures.	
Associates certain landforms with various activities.	Have student participate in recreational activities, e.g. skiing, fishing.	Travel Brochures. Pictures.
	Show pictures, e.g. skiing in the mountains, fishing in rivers.	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
2. Weather and Astronomy:		
The student:		
Describes weather.	Have student chart weather for day, including the appearance of sun.	
Identifies some characteristics of each season.	Take field trips to an observatory or planetarium to view stars, planets.	
3. Energy:		
The student:		
Identifies some sources of heat.	Have student use household appliances which produce heat, with supervision, e.g. toaster, oven. Have student cook simple foods using these appliances. Take a field trip to a park where a fire/barbeque can be used. Pair using household items, such as matches, lighter, with producing heat and the danger of their use: starting fires.	
Identifies other sources of light and heat, e.g. candle, flashlight.	Have student use light producing objects with supervision, e.g. candles, flashlight.	
Identifies other sources of energy, e.g. wind, water.	Show pictures of car lights, street lamps, etc.	

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY
Level 4
D. Environmental Education

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
4. Pollution:		
The student:		
Recognizes a variety of litter containers.	Have student locate litter containers in a variety of settings while on field trips Show pictures of litter barrels, disposal containers, garbage cans, etc.	
Disposes of litter appropriately.		
Identifies noises under his control.	Have student tape a variety of sounds he can produce, e.g. whisper/scream; talking fast/slow; using instruments/ following rhythm patterns. Have student adjust volume on television, radio, tape recorder, etc. Have student unplug objects producing sound, with supervision, e.g. hairdryer, razor. Make a collage of things that make sounds.	
5. Conservation:		
The student:		
Identifies what to do with excess, e.g. save.	Have consistent class procedures for "saving", e.g. lunch, art materials.	
With reminder, turns appliances off.	Have student use some appliances in home, with or without assistance. Pair finishing activity with turning off appliance.	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
1. Personal Characteristics: The student:		
With assistance, states and writes full name, age, telephone number and address.	Have student fill in sheet with pertinent information.	Tape Recorder. Washington State Cooperative Curriculum, Binder 2. Social Learning Curriculum.
States, or writes with assistance, names of family members.	Present pictures of family members. Ask the student to identify the people. Help him to write their names. Have student draw and label pictures of his family. Have student bring photos of his family, show to classmates and tell classmates about his family. Have student share information about his family, e.g. how many brothers, and sisters, what their names are.	Pictures of family members.
States and writes name of school.	Have student state/write name of school.	Photo of school.
Marks or identifies own property with appropriate labels.	Provide opportunities to practise labelling belongings, e.g. coats, lunch kit, books. Encourage student to look for identifying characteristics when he is not sure if something is his, e.g. label, size, color.	

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS
Level 5
A. Knowledge of Self

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
	When two students possess identical belongings draw their attention to it and then have them determine how to tell them apart. Label in some way so that identity can be determined.	
Engages in activity of own interest.	When free time is given tell the student that he may do whatever he chooses as long as it does not disturb others in the room. Offer assistance only when necessary.	Social Learning Curriculum.
Responds appropriately when asked to demonstrate ability or talent.	Encourage student to show individual abilities and talents.	
	Make up individual posters depicting capabilities of each student.	
	Each week (or month) put up display on one student. Include family photos, characteristics, likes, dislikes, etc.	100 Ways to Enhance Self Concept in the Classroom.
2. Physical Self:		
The student:		
Interprets and categorizes some sensory input.	Make poster of tastes. Put on headings, sour, sweet, etc. Have student find pictures or list things which have particular tastes.	
	Provide appropriate experiences with the various senses, e.g. have student smell, touch different things.	

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS
Level 5
A. Knowledge of Self

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
	Play game "Scan" (adapted). Make 2 series of cards with identical pictures of common objects; put each series on a different color. Place one stack face down, scatter the other set around it, face up. Turn top card of stack, have students find mate. The student with most pairs at end of game is winner.	
Describes specific characteristics of the appearance of people.	Display individual pictures of students. Ask one student to point out pictures which fit specific descriptions, e.g. blond hair, brown eyes.	Pictures of people.
	Play "Who is it?" game. Describe one of the students in the class; let the other students guess who is being described.	Peabody Language Development Kit, Levels 1 and 2.
	Have student sort a variety of people pictures into categories according to specific characteristics. Ask what is similar about these people.	
With assistance, measures height and weight, and recognizes physical changes.	At set times during the year help student measure height and weight. Make individual bar graphs which plot the results. Help student to see change.	Social Learning Curriculum.
With assistance, compares differences in heights and weights using terms such as tall, short, heavy, big, little.	Have group of students stand at front of room. Ask one student to line all students up, starting from shortest to tallest, etc.	Instructional Programming for the Handicapped Student.

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS
Level 5
A. Knowledge of Self

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
	Provide two books; have student pick up each. Ask him to hand you the one that is heaviest (lightest).	Assorted objects which can be used to compare heights and weights.
	Give student directions to bring you specific objects. In the directions indicate size, e.g. "Bring me the little chair".	Sequencing Sizes.
Recognizes privileges and responsibilities appropriate to various age levels, e.g.: -age to change schools or educational levels -age to leave home -age to learn to drive a car -age to get married -age to vote -age to drink alcoholic beverages.	Show student variety of pictures of people. Ask questions which involve age appropriateness, e.g. picture of baby: "Can this person drive a car?". Expand the questioning by asking, "why?", or "why not?", or by having the student make comparisons himself.	Pictures of people at various ages.
Identifies sex differences between males and females, including primary and secondary sexual characteristics.	Through the use of films, posters, books, etc. show student differences in male/female sexual characteristics. Teach student appropriate and some slang terms for body parts. Have student name body parts.	
Identifies areas designated as private, e.g. bathroom, bedroom, and behaves appropriately.	Show student pictures which depict areas of privacy. Ask him to identify the pictures and make judgements as to why they are private. Role play situations where student comes across "a closed door", etc. Ask what he should do.	

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS
Level 5
A. Knowledge of Self

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
3. Emotional Self: The student:		
Identifies specific emotions in self and others from facial expressions, posture, verbalizations.	Have student categorize pictures according to emotions displayed. Show student pictures of situations. Ask him to tell you how the characters are feeling and perhaps give reasons for why they are feeling that way. Role play situations involving emotions; see if audience can guess how the student is feeling by his expressions.	Social Learning Curriculum. Human Development Program: Magic Circle. Pictures of people displaying variety of emotions. Project Me - Let's Look For. I Know How You Feel.
Practises relaxation techniques with supervision.	Use relaxation techniques as part of the daily routine.	Relaxation - A Comprehensive Manual for Adults, Children and Children with Special Needs. Kiddie QR - A Choice for Children.
Recognizes signs of stress in self and others.	Use real situations. Point out body gestures and positions and relate these to how a person feels. Role play various emotional reactions with exaggerated facial/body tenseness.	
Indicates specific situations which elicit happiness, sadness, anger, fear, excitement, nervousness and feelings of being left out.	Verbally describe different situations which involve emotions; see if student can tell you which emotion is involved. Role play situations where emotions are present.	Exploring Our Emotions (poster set). Social Learning Curriculum. Human Development Program: Magic Circle/Inner Change.

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS
Level 5
A. Knowledge of Self

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
	Have student try to recall situations where he felt certain emotions.	Peabody Language Development Kit, Level 2.
With assistance, expresses and controls emotions in a variety of settings.	Play "The Nice Way to Say It" game. Let the student role play the "nice" way to tell someone and the "poor" way to tell someone.	Alternative Cards. Human Development Program: Magic Circle.

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS
Level 5
B. Social Relationships

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
1. Needs and Motivations:		
The student:		
With assistance, distinguishes between some needs and wants.	Have class discussion on needs and wants. Help student to identify and distinguish between these.	
Initiates action of others when required, e.g. gets help in threatening situations.	Look at pictures which depict a need for intervention from someone. Ask student to describe scene and tell what they would do.	Films.
	Role play situations which require the intervention of other people.	Social Learning Curriculum.
	Provide opportunities for community helpers to visit school to discuss their role with students, e.g. policeman, fireman, mailman.	
Acts in situations requiring own intervention.	Role play situations which require a student to satisfy own needs.	
	Provide opportunities for student to experience things such as: putting out campfires, changing a lightbulb, cleaning up broken glass, keeping within a budget of a certain amount of money.	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
2. Factors Affecting Relationships: The student:		
Responds appropriately to familiar and unfamiliar people with respect to age.	Role play situations where student responds appropriately according to the age of the person he meets. Encourage visits to class by members of student's family. Have student introduce his family member to the class. Invite unfamiliar people to visit your class. Integrate some activities with regular classes of different age students.	Social Learning Curriculum. Peabody Language Development Kits.
Responds appropriately to familiar and unfamiliar people with respect to their roles.	Role play situations where student responds appropriately to people according to their roles. Match pictures of community helper to action picture, e.g. doctor - injured child. Set up pictures of people doing their jobs. Verbally give student a situation. Have student identify picture of person who would help him in that situation.	Job Puzzles. Occupation Photographs. Occupation Match-ups. Career Identity Cards.
With assistance, identifies real and imaginary characters and situations.	Have student study characters in books; try to determine if characters are real by discussing their accomplishments or feats, e.g. Superman-can people really fly?	Resource books, fact and fiction. Storytelling Posters.

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS
Level 5
B. Social Relationships

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
	Make a list of statements which depict accomplishments of people, real or unreal. Have student tell you if they could be done by real people or by storybook people.	
	Look at pictures of characters in story. Ask student if they are real. Have him determine this by their appearance and what they are doing.	
	Have student watch real and imaginary characters on television. Role play some of the situations that student sees.	
3. Handling Social Interactions:		
a. Expressive Communication Skills:		
The student:		
Communicates in a number of ways, e.g. gestures, speaking, writing, facial expressions.	Provide opportunities for student to write letters to peers, teachers, relatives, etc.	
	Give student a chance to speak to whole class at certain times, e.g. news every morning. Give student an opportunity to tell others about something important to him.	

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS
Level 5
B. Social Relationships

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
	Have student act out stories or act like favorite television character. Ask others to guess.	
Communicates with others using socially acceptable behaviors.	Role play conversations with familiar and unfamiliar people.	Human Development Program: Magic Circle/Inner Change.
	Emphasize maintaining eye contact, showing courtesy when another is speaking.	
Uses appropriate techniques to obtain information.	Encourage student to ask questions to obtain information. Provide guidance if necessary.	
Modifies behavior at appropriate times or when directed, e.g. stops crying, settles down.	Praise student when he modifies behavior as directed. Ignore inappropriate behaviors.	
b. Receptive Communication Skills:		
The student:		
Recognizes less obvious moods in others.	Try to indicate to student how you feel by subtle changes.	
	Show pictures of people. Talk about how they are feeling and how you can tell.	
Repeats short messages.	Give student short verbal message to deliver. Have him repeat it and deliver to the appropriate person. Check to see if it was delivered correctly.	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
	Play "Gossip" (see Level 4).	
	Have student practise memorizing by using short story, words of song, series of numbers, etc.	
c. Problem Solving and Decision Making:		
The student:		
Contributes to, and sometimes initiates, classroom decision-making.	Provide opportunities for student to have input into classroom decision making.	
	When choosing teams for a game or activity, try to alternate captains so that everyone has a turn.	
With encouragement, independently resolves most conflicts with peers, using socially appropriate methods.	Encourage student to resolve own conflicts. Help only when necessary. Guide student if socially inappropriate methods are used.	
	Role play conflict situations. Have student work through to resolve.	

TRAVEL
Level 5
A. Ways to Travel

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Differentiates between self-propelled and vehicular travel.	Provide opportunities for student to participate in both self-propelled and vehicular travel, e.g. self-propelled: skiing; vehicular: train.	I.P.A. Manual, 1980.
	Have student construct models of different vehicles.	
	Have student plan an outing requiring transportation.	
	Have the student make a chart of self-propelled and vehicular travel.	
Identifies forms of travel requiring fare.	Have class plan hypothetical outings requiring different modes of transportation. Go through procedures for booking and securing tickets, e.g. train, airplane.	
	Have student pay own fare or use a bus pass to ride city transit.	
	Have class plan an outing by bus. Have student purchase own ticket.	
Demonstrates understanding that adults drive vehicles.	Take student on an outing and have him take pictures of drivers of vehicles, e.g. city bus, cyclist.	
	Show the student pictures of real drivers (adults) and absurd drivers, e.g. animals, children. Have him group the pictures into "real and unreal" drivers.	

TRAVEL
Level 5
B. Travel Skills

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Identifies appropriate people to ask direction from, e.g. policeman, bus driver.	Have both uniformed and non-uniformed adults, who would be encountered in travel situations, visit the school and simulate conditions and directions. Role play different directions, e.g. wait at the corner, go two blocks this way. Role play both reasonable and unreasonable requests that might be given in travel situations, so that the student can distinguish between a person who is "appropriate" and "inappropriate".	
Demonstrates ability to cross the street safely.	Have student cross streets using traffic lights in different areas to experience crossing streets using various vehicular and pedestrian lights.	
Recognizes some pedestrian lights.	Have student view different pedestrian lights that may be encountered prior to taking student to "on location site".	Teacher made slides of most common pedestrian lights.
Telephones home and/or school for help when travelling.	Have student carry home and school phone numbers at all times. Practise dialing number using a disconnected dial or push-button phone. Have student practise phoning home to get permission for field trips, etc. using school phone.	

TRAVEL
Level 5
B. Travel Skills

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
	Have student use pay phone to call school and ask a specific question.	
Identifies major landmarks outside own neighborhood in nearest central area.	Have student travel by city transit to various major marks, e.g. train station.	
	Have student walk from one major landmark to another in a central area.	
	Have student view pictures, or make photos of major landmarks.	Materials from Tourist Information Centres.
Identifies correct route between home and school and other specific locations.	Have student travel to school by city transit using a bus pass.	
	Have student run errands to specified locations via transit, e.g. a specific store in shopping complex, the gas company to pay a bill.	
Identifies an increasing number of basic words and signs of information.	Take class to a central area where many signs of information may be seen, e.g. downtown area government buildings. Take photos or slide of the signs and review in class.	
	Play bingo, using sight vocabulary words, e.g. danger, stop.	

TRAVEL
Level 5
B. Travel Skills

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
	Have student find correct word from several others displayed on a flannelboard.	Road Signs of the Times; Survival Signs; Functional Signs Match-Ups. International Signs and Symbols.
Identifies inappropriate behaviors of others in public.		
Gives right of way appropriately to people in public places.	Role play situations dealing with purchasing item in a crowded store, boarding a bus, etc.	
Does not accept rides from strangers.	Simulate situations where students may be in a position to accept a ride from a stranger, e.g. a car stopping beside the sidewalk while student is walking home through a park. Have local police come to school and speak to class about the dangers of going with strangers.	
With supervision, demonstrates appropriate behavior while travelling.	Reinforce appropriate behavior with special privileges, e.g. taking a friend for a treat.	
Demonstrates understanding of money terms associated with travel, e.g. fare, ticket.	Have student participate in various travel situations that allow him to use money related skills, e.g. using city transit: money and bus pass; riding in a taxi and paying the fare.	

TRAVEL
Level 5
B. Travel Skills

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Identifies important items which can be purchased while travelling, e.g. lunch.	Have student eat out en route and make choices based on wants and money available for purchases. Have student plan to spend money at a special event he is attending, e.g. bowling. Have student make his decision based on what he wants and what he must retain for return fare. If student is on trip where he has opportunity to spend several days, introduce the concept of budgeting.	
Demonstrates understanding of early-late in relation to travel.	Have the student determine which bus he must take to attend an activity that starts at a certain time. Help student make a time schedule to arrive on time. Point out situations where student is early, e.g. waiting for city bus, waiting in line for show. Point out situations where student is late, e.g. missing a bus, arriving at show after picture has started.	
Travels on bus independently in specific situations, e.g. home to school.		

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Travels safely within own community, e.g. alley crossings, open fields.	Point out dangers which are less obvious or unmarked, e.g. back alleys, pot-holes.	
Rides bicycle in own neighborhood following rules.	Plan group or family outings by bike. Reinforce good cycling rules by giving student more responsibility for care of his bike, or special privileges. Have local police show films on ways to safely ride a bicycle.	Bicycle Safety.
With supervision, crosses street in busy areas.		

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Distinguishes between foods that are edible and inedible.	Collaborate with parents to have students clean refrigerator at home; first with supervision, then independently for several weeks, to identify spoiled foods.	Department of Agriculture Materials.
With supervision, selects food for appropriate times.	Make class set of daily activity study prints. Focus on food for breakfast, lunch, etc. Display a wide variety of foods that are appropriate to all occasions. Have student select foods and match with illustration. Discuss student's selection with each class.	
Identifies most foods by name.		
Classifies food in all food groups.	Label and place pictures on four paper plates according to the four food groups.	
Associates most foods with sources.	Use class discussion.	
With supervision, begins to choose a balanced diet.	Collaborate with the home to have student exercise choice. Have student sort food models or pictures which compose a balanced diet. In home economics class, have student prepare balanced breakfasts and lunches.	Canada Food Guide.

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Controls quantity of food consumption, and recognizes reasons for doing so.	Weigh each student and chart weight. Discuss appropriate weight for age and height. Have each student discuss appropriate weight for individual and how to maintain or change it. Involve parents in this area for follow up through discussion and food selection.	

HEALTH
Level 5
B. Personal Care

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
1. Knowledge of Body:		
The student:		
Identifies major external and some internal body parts.		
Demonstrates some knowledge of body changes in both sexes, e.g. breast development, muscular development.	Discuss, using charts and films. Invite guest speakers from public health department.	Love, Sex and Birth Control for the Mentally Retarded: A Guide for Parents, Teachers and Professionals. Sex Education for the Developmentally Disabled.
2. Care of Body:		
The student:		
With supervision, practises personal cleanliness and good grooming.	Observe student behavior. Minimize verbal and physical cueing and instructions. Involve parents in same.	Self-Care Sequential Cards. The Problem: Acne. Self-Care Series.
Recognizes that personal cleanliness is important to self and others.	Discuss possible consequences of not maintaining a reasonable standard of personal cleanliness.	
Recognizes the importance of sleep and rest.	Make up a short story, or role play a scene about students who do not get enough sleep.	
Reports pain or symptoms of illness or injury in self or others.	Discuss symptoms of illness.	
With assistance, performs simple first aid.	Role play incidents that require first aid treatment, e.g. band-aid.	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
	Display a first aid kit, explain and discuss how each item can be used to ease particular injuries.	
3. Drugs and Alcohol:		
The student:		
Takes daily medication with decreasing supervision.	Play the "Commercial game" and the "Pusher game".	Teaching the Moderately and Severely Handicapped, Vol. II.
	Create hypothetical situations, e.g. student finds pills - what should he do? Reward student for checking with responsible person.	
States instances when medication may be required, e.g. aspirin for headache.	Role play and illustrate with pictures of situations that require taking medication.	
	Have student discuss a time when he had to take medication.	
Recognizes the possible adverse effects of alcohol and tobacco.	Discuss effects of smoking and alcohol on different parts of the body, both on self and others.	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Associates medical personnel with the appropriate community service institution, e.g. hospital, clinic.	Arrange tours of various community service institutions. Before visits, study various medical personnel and their corresponding institutions through discussion, role playing, pictures and appropriate books.	

SAFETY
Level 5
A. At Home and School

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Practises safe use of most of the equipment and materials encountered at home and/or school, e.g.: -sharp objects -appliances -electrical outlets -tools -poison -gym equipment -matches.	Demonstrate and have student model. Reinforce appropriate behavior.	Safety Series. Jiminey Cricket's I'm No Fool With Safety.
Keeps work/recreation area orderly and safe.		
Practises safety when moving on stairs, in hallways, on buses, etc.	Demonstrate and discuss.	
Practises fire safety.	Make sure student recognizes the sound of the fire alarm and smoke detectors. Establish a routine that must always be followed. Practise frequently.	
Demonstrates ability to alert others in case of fire.	Have class discussion.	

SAFETY
Level 5
B. Community

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Practises safety rules when walking or riding a bike.	Discuss safety rules and show films.	Bicycle Safety.
Demonstrates understanding of the consequences of disregarding rules.	Invite guest speakers, e.g. from police department.	
Recognizes an emergency situation and demonstrates ability to seek help.		
Recognizes appropriate sources of help.	Role play emergency situations. Have several students portray different helpers. Have student in a predicament select the correct helper. Use a language experience chart to tell a story of an emergency. Omit the solutions, and have student fill in the solutions with a picture story and/or words.	

SAFETY
Level 5
C. Recreation

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Practises safety in recreational setting.	Discuss safety rules before undertaking specified activities.	
With supervision, uses recreational equipment safely.	Use a language experience chart with picture illustration to discuss the day's recreational activity. Have student state all safety rules associated with that activity.	
Seeks help when injured.	Role play various situations.	

WORLD OF WORK
Level 5
A. Career Planning and Awareness

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
1. Why Work:		
The student:		
Responds routinely to tasks assigned in the classroom.	Gradually decrease the verbal prompts to a few key words.	
With assistance, indicates type of available rewards for tasks completed.	Make contractual agreement with student: successful completion of tasks brings given reward in terms of favorite activity.	
Recognizes relationship between task performance and receiving of reward.	Withhold reward if terms of above agreement not met. Discuss why.	
Performs some tasks to please self and/or others.	Encourage student participation in daily routines, e.g. in the morning, preparation for lunch, clean-up and dismissal.	
2. Job Awareness:		
The student:		
Describes jobs of family members.	As a class assignment have student find out what kind of work various members of the family do, with details of job, e.g. place of work, name of company, hours.	
Provides details of some jobs.	Have class cut out pictures and make posters of people who work in similar company, etc.	Magazines, newspapers, journals.
	Take field trips to various places of work.	Janus Job Interview Guide.

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
	Use in-school visits by selected people in workforce.	
	Have student make scrapbook showing many different careers, tools.	
3. Job Demands:		
The student:		
Demonstrates ability to complete a task correctly within time frame.	Provide work sheets for student. Have student complete assigned task before going on to more desirable activities. Have student complete a given number of assigned tasks in a familiar time space, e.g. between recess and lunch. Incorporate a timing device to add fun and increase speed of task completion.	Kitchen timers.
Complies with increasingly complex directions.		
Approaches new tasks willingly.	Increase independence with programmed learning devices, e.g. computer assisted learning.	
Performs certain tasks voluntarily.	Provide a list of reasonable, pleasing tasks to be done in the classroom. Ask for volunteers without promise of rewards. Gradually change list to more work oriented tasks.	
Accepts praise and criticism appropriately.		

WORLD OF WORK
Level 5
B. Specific Work and Allied Skills

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
1. Use of Tools and Equipment:		
The student:		
With assistance, selects and uses appropriate tools for specific projects.	Start simple project incorporating home and shop skills. Take prearranged field trips to hardware stores and household departments to examine and label various tools.	Encyclopedia Britannica. Films on use of tools. Shop Safety.
Independently follows the rules of organization, care and safety with respect to tools, materials and equipment, e.g. power tool, vacuum cleaner, mixer.	Make poster of more complex tools and their uses. Use videotaped peer demonstration followed by evaluation of performance.	Mix and Match Puzzles - Occupations.
With assistance, constructs more complex projects.	Make available a variety of materials and allow student to experiment.	
2. Following Directions:		
The student:		
Follows directions of increasing complexity.		
With assistance, identifies person(s) in authority in specific work situations.	Use role playing, e.g. take part of foreman.	
With assistance, accepts supervision in specific work situations.	Take field trips to work situations.	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
With assistance, makes appropriate decisions in familiar work situations.	Provide examples of correct work. Refer to similar work of peers, discuss and identify growth and quality of work. Have student select the neatest work display. Show films about decision making and engage the class in discussion solving the problems outlined in film.	
4. Independence:		
The student:		
With assistance, demonstrates ability to perform satisfactorily in unfamiliar work situations.	Interchange students and/or rooms with other teachers.	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
1. Awareness of Personal Ability and Interests:		
The student:		
With assistance, identifies jobs/careers which may be of special interest.	Discusses specific jobs, e.g. carpenter's helper: -what skills are involved -what training is needed -what can the individual student accomplish in this area.	
With assistance, identifies jobs/careers which reflect personal abilities.	Make an alphabetic list of jobs people do, e.g. barber, cab driver.	Occupation Photographs. Occupation Match-Ups. Career Identity Cards. Career Canasta. Career Crosswords. Career Puzzles.
2. Awareness of Process:		
The student:		
Demonstrates awareness that people look for jobs.	Make visit to Manpower.	Local Newspapers.
Demonstrates initial awareness of some specific procedures that are followed when looking for a job.	Read classified ads section of newspaper to class and discuss types of jobs available.	
With assistance, demonstrates behaviors suitable for job acquisition, e.g. neatness, cleanliness, manners.	Role play how to apply in person for a job, first with teacher, later with unfamiliar person.	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
	Work with flash cards that show words usually appearing on application forms: date of birth, sex, etc.	
	Have student practise completing an application form; provide help if student cannot read/write.	Various application forms.
	Develop telephone skills.	
Participates in work experience program.		Work Experience Education Handbook.

WORLD OF WORK
Level 5
D. Keeping a Job

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
1. Awareness of Responsibility: The student: Responds to classroom routines and school expectations, e.g.: -punctuality -personal hygiene -regular attendance -appropriate interaction -attending to task -safety awareness -appropriate discriminatory skills, e.g. questions inappropriate requests.	Provide a daily time check-in system in the classroom and discuss consequences of tardiness and appropriate time for arrival.	Instant camera.
	Display attendance chart and let student keep it up-to-date on daily basis. Discuss at end of month (week) and reward best attendance record.	
	Play games which enhance cooperation.	Deal Me In.
	Set up assembly line procedures for class projects, e.g. bottle drive.	
	Improve task behavior by using time devices and improve ability to ignore distractions.	Kitchen Timers.
	Reproduce signs of warning and danger, and visit areas displaying such signs.	
	Visit areas with potentially dangerous machinery.	
	Discuss absurd or inappropriate requests and reasons to refuse such.	Pre-Vocational Program Packages.

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student: With assistance, demonstrates some understanding of workers' rights.		

HOME MANAGEMENT
Level 5
A. Clothing

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Performs certain routines regarding care of clothing, e.g.: -hand washing small articles -using washer and dryer -folding and hanging clothing -simple ironing.	Provide opportunities for practise in all areas. Emphasize good clothing care and reinforce appropriate actions.	Instructional Programming for the Handicapped student.
Chooses own clothing for various conditions and occasions.	Collaborate with parents to provide opportunities for student to select own clothing.	Grooming chart.
	Take field trips to stores, etc.	
	Have student make scrapbook entitled "choices" with a different situation on each page.	Pictures, magazines, catalogues.
	Have student recall and plan: "What did I wear yesterday", "What am I wearing today", "What will I wear tomorrow".	
Participates in purchase of own clothing.	Collaborate with parents.	
With assistance, does simple sewing by hand or machine.	Have student practise stitching with sewing machine: -following line on paper-no thread in machine; -following drawn line on cloth; -following fabric line, e.g. large square gingham; -sewing a seam joining two pieces of cloth.	Sewing machine. Assorted Fabrics.

HOME MANAGEMENT
Level 5
A. Clothing

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
	Provide a choice of elementary sewing projects by hand or machine, e.g.: -denim or similar school bag -fringed fabric placemats -crazy quilt.	
	Have student make simple repairs, e.g. sewing on buttons.	

HOME MANAGEMENT
Level 5
B. Food

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Demonstrates appropriate eating behavior.	Monitor behavior as necessary.	
Demonstrates appropriate table manners.	Play sit: asign roles of guest, host, hostess; act out various situations, e.g. a family meal, a snack after school.	
Performs certain grocery shopping routines, e.g. putting food away.	Provide actual practice.	
Participates in making shopping list.		
Plans simple meals.	Make one meal a week at school which involves student selection. Use a cafeteria menu, and have students pre-select before using eating-out facility.	
With supervision, prepares simple meals.	Provide some instant mixes and other appropriate materials.	What's Cooking. ABC Cooking. Let's Do Some Cooking. Turn Kids on to the Good Food.
Identifies foods which spoil without refrigeration/ freezing.	Make lists, pictorial or otherwise, of foods and correct storage areas. Collaborate with parents regarding shopping routines.	
Interprets some information in simple recipes, e.g. canned soup.	Uses prepared foods with simple directions, e.g. canned soup, cookie mixes, juice.	

HOME MANAGEMENT
Level 5
B. Food

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
	Color code stove elements for easy use. See Communication section, Reading.	
Uses common utensils in food preparation, e.g. can opener, measuring cup.	Use can opener with handle grips or an electric can opener. Use recipes which involve measuring, e.g. standard and non-standard. See Computation section, Measurement.	Food and Nutrition. Cooking Activities for the Retarded Child. Classroom Cookery. Cooking in the Classroom. Crunchy Bananas. Help Yourself to Food. The Kids Cookbook. Planning Meals and Shopping. Young Homemaker's Cookbook.
Performs serving and clean-up routines, e.g.: -setting table -washing dishes -serving meal in proper sequence.	Make picture file of single foods. Give series of pictures to student and have him place them in the sequence they would be served. Have student plan and participate in serving meals, e.g. school lunch.	
Performs certain chores related to food production, e.g. planting, caring for livestock.	Provide opportunities for practice.	Kids' Garden Book. Kids in the Kitchen.

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Identifies and performs jobs to be done, e.g. sees snow, gets shovel and shovels.	Have students accept responsibility as a class or as individuals for some aspect of daily/weekly maintenance within school situation.	
With supervision, cares for own living space, e.g. makes bed, vacuums.	Coordinate a home/school checklist.	Independent Living Sequential Cards.
Recognizes need for less obvious repairs.	Play "What do you do?" answering game. "The fridge is not working ... A window is broken ...".	
Identifies safe and unsafe procedures in home management.	Have student practice safe procedures, e.g. use pot holders, handles toward inside when using pot on stove, stairs cleared of toys, etc.	House and Home Furnishings: Your Personal Environment. Lifestyles.
Recognizes appropriate time to call repairman.		

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Selects some of own furnishings for own living space.	Encourage the student to participate in the selection of own linen, knicknacks, collections for own room, color scheme, pictures.	Inexpensive Apartment Decorating.
Demonstrates awareness that a person's living space may change, e.g. children move out on their own.	Use the students' personal experiences and relate how members of their family have moved out on their own, moved from one place to another.	
	Visit different residences or group homes that may be considered living alternatives for the student.	

HOME MANAGEMENT
Level 5
E. Child Care

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
With supervision, assumes responsibilities for younger children.	Provide opportunity for students to take care of younger children.	

MONEY MANAGEMENT
Level 5
A. Earning Money

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
See Computation section: Measurement, A. Money		
The student:		
Demonstrates knowledge of value of all coins.	Present actual situations to use money.	
	Using flash cards with taped on coins have student identify coins.	
Identifies three bills.	Continue exposure to bills, emphasizing identification clues.	Dollars and Sense.
With assistance, recognizes coins and bills in combination.		
Demonstrates knowledge of ways to earn own money, e.g. paper route, shovelling snow.		
Relates number concepts to coins up to twenty-five.		
With assistance, reads and writes money symbols $ and ¢.		
Demonstrates knowledge of concepts associated with money.	Provide practice with money situations student will encounter, e.g. trips to local confectionary, fare for bus ride, money paid for lunch in school cafeteria.	
Performs small jobs to earn money, e.g. shovels snow.		

MONEY MANAGEMENT
Level 5
B. Spending Money

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Purchases specified items independently.		
Recognizes the correct store for certain purchases in own neighborhood.		
Participates in the selection and purchase of certain personal items.	Have student accompany guardian/parent during purchase of own things. Make a poster of "Things I Would Like".	
Budgets allowance.	Use a shaping procedure. Initially give student a daily amount to spend, e.g. 10¢, 25¢, then issue allowance bi-weekly, weekly. Make a chart of coin amounts needed for specific treats and activities, e.g. 6 - 25¢ - bowling, 1 - 25¢ - chips, etc. Build in bonus programs so the student can earn more than his allowance, for extra work or exceptional work. This way the student can work towards financing special activities at school.	Children's Spending. Advertising Unit.

MONEY MANAGEMENT
Level 5
C. Saving and Borrowing

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
With supervision, manages a bank account.	Cooperate with local bank to establish bank account for student.	
Saves money for special purchase.	Help student establish long term goals, e.g. saving to buy bicycle.	
Demonstrates ability to use words associated with money.	Have student practise using money words as part of daily vocabulary, such as price, buy, sell, pay, change, till slip, cash. Teach number combination, e.g. $1.35 is one thirty five rather than one hundred and thirty five.	

MOTOR DEVELOPMENT AND PHYSICAL ACTIVITIES
Level 5
A. Fundamentals of Movement

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Demonstrates ability to apply generalized object control skills to simple game situations. (See B. Games and Activities).	Have student engage in activities using previously acquired skills such as dual games/partner activities, e.g. frisbee. Have student participate in some team games and activities, e.g. Level 4 games, soccer. Play modified softball and basketball, etc.	
Demonstrates proficiency and initiates the performance of most Level 3 skills.		
With some guidance, demonstrates proficiency and initiates the performance of most Level 4 skills: locomotor, body control, specific equipment skills.		

MOTOR DEVELOPMENT AND PHYSICAL ACTIVITIES
Level 5
B. Games and Activities

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Participates in dual games/ partner activities using previously acquired skills.	Provide opportunities for student to participate in partner games and activities, e.g. Indian wrestling, croquet.	
Participates in an appropriate aquatics program.	See Red Cross Program.	Red Cross Manual.
Participates in aquatic games, e.g. adapted water volleyball.	Encourage student to engage in an appropriate aquatics program to include the appropriate Red Cross Program of Beginner, Junior or Intermediate Skills and competitive experiences, e.g.: races, relays, participation in swim meets and introduction to games such as water polo, water volleyball, etc.	A Practical Guide for Training Mentally Retarded to Swim. Water Learning: A New Adventure.
Participates in some team games and activities.	Provide opportunity to participate in floor hockey, soccer, various relay races, etc.	
Participates in basic dances, e.g. simple polka, simple square dances.	Encourage participation in sock hops, teen dances, etc.	
Participates in basic gymnastics program.	Have student practise on trampoline, box horse, balance beam, etc.	
Participates in life time sports activities, e.g. skiing, soccer.		

MOTOR DEVELOPMENT AND PHYSICAL ACTIVITIES
Level 5
B. Games and Activities

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Demonstrates proficiency in recreational activities, e.g. bowling, tobogganning, snow-shoeing.	Provide opportunities for student to do these things so that you can evaluate progress.	
Demonstrates proficiency in Level 4 track and field activities, e.g. short races, ball throws, long jumps.		Canadian Fitness Manual.
Participates in certain additional events, e.g. high jump, medium distance races (200-400M), soccer kick.		
Performs some of the following exercises: chin-ups, etc.		
Participates in regular fitness program.	Have student participate in various exercises which emphasize flexibility, endurance, strength and speed, e.g.: -flexibility: sit-ups -endurance: leg-lifts -strength: chin-ups -speed: distance running.	Special Exercises for Exceptional Children. Motor Fitness Testing Manual for the Moderately Mentally Retarded.

C. Social Skills Related to Games and Activities

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Attends to the task being presented.		
Responds appropriately to instructor.		
Demonstrates ability to follow instructions in a group setting.		
Practises appropriate courtesies.	Encourage shaking hands with "opposition", saying "3 cheers", etc.	
Demonstrates basic sportsmanship in games and activities.	Encourage respect for the referees, coach, teacher. Encourage winning/losing graciously.	
Follows specific game rules and demonstrates fair play.		
Utilizes social skills and practises safety rules in new situations.		

A. Crafts, Hobbies and Activities

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Demonstrates increased proficiency in making creative patterns.	Have student practise making lines or circles in swinging, rhythmic motion. Have him practise letter forms and pencil control by copying words from a book or paper. Have student write own name in enlarged cursive writing. Label pictures student has drawn, cut out or pasted.	Dubnoff School Program I, Level II.
With assistance, creates shapes or objects using materials such as: clay, etc.	Provide model to use in doing ceramic work. Assist in completion of process; from kiln have student finish by painting, etc. Have student clay model something asked for, or experiment further with what can be done with clay. Use hand molding technique for expression.	A Handbook of Arts and Crafts for Elementary and Junior High Teachers
Cuts and follows a line on paper, cloth or other materials.	Have student do a specific task of cutting and following a line, e.g. a) cut pictures from magazines and paste into scrapbook; b) cut pictures from wallpaper sample books and paste them to make a story or design of their own on another paper. Use overhead projector to trace an object for eventual cutting.	
Demonstrates beginning of pattern and form in creating a painting.	Use ready made scenes for immediate painting, using water colors or paint pencils.	

FINE ARTS AND INDIVIDUAL EXPRESSION
Level 5
A. Crafts, Hobbies and Activities

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Demonstrates form and pattern in creating objects.	Use copy technique in building more complex building forms. If possible, build this in stages. Have student copy from a visual basis.	
Identifies and names color differences, e.g. pink-red.	Use the mail order catalogue to simulate ordering of clothes and other items associated with color.	Mail-order catalogues. Magazines.
Adds more detail to drawings.	Use toy figures which allow to add arms, legs, eyes, hair, etc. to complete the figure. Have student complete these figures. Have student then add such detail to drawn figures.	Body Concept Template. Body Concept Spirit Masters I and II.
Completes own craft project.	Have student visit various arts and crafts and hobby shops, exhibits for ideas and comparisons. Have student experiment with a variety of crafts, e.g. rug hooking, huck weaving, tie dye, crocheting.	Arts and Crafts for Slow Learners.
With assistance, collects materials required for own hobby.	Encourage student to collect hobby materials for ordering and trading, e.g. stamps, coins, pictures for albums, models.	
Selects and participates in recreational activities.	Provide a variety of leisure activities, games and sports, indoor, outdoor, individual, group, e.g. floor hockey, skating, listening to records cards, dances.	

Note: This list of activities is not meant to be exhaustive. Teachers are encouraged to add others or delete to meet the needs of their students.

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Listens to music for enjoyment for increasing periods of time.	Provide a variety of listening material: classical, rock and roll, country and western.	
Operates music producing equipment, e.g. juke-box.		
Selects appropriate programs, e.g. television.		
On own initiative, participates in dance or other musical games.	At noon or recess, have records easily accessible for use by the student as a recreational pastime.	
Plays rhythm instrument in varied patterns.	Choose a record with a changing beat; have the class accompany the record with rhythm instruments.	
Continues to explore a variety of instruments.		
Performs contemporary dance movements and form.	Pair students. Allow the more proficient student to be a teacher/model in the contemporary dance. Allow some integration and peer instruments.	
Participates in social dance with partner.	Create social situation that closely resembles the variety of music at the community or school dance.	
Sings songs.	Have sing-song. Encourage student to suggest a favorite song.	
Sings, following conductor's direction.	Gain student's attention through non-verbal means, use signal, etc. Then transfer to the conductor's signal for a certain response in singing, e.g. loud, soft.	

C. Drama

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
With assistance, portrays a character from a simple story or play.	Play game of charades. Assign role to act out.	
Repeats a verse or part of a story.	Through question and answer have student relate parts of the story or verse items.	
With assistance, begins to demonstrate feelings and emotions in a play, e.g. being lost.	Give opportunities for role play with assigned emotions demonstrated, e.g. feeling of "my fault".	
Begins to demonstrate an individual role as part of a group activity.	Have student choose a role as part of a group activity, e.g. group of people waiting for a late bus.	

D. Recreation

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Watches television with comprehension.	Provide opportunities for student to watch television. Question student about show to see if he understands.	
With assistance, performs constructive tasks in leisure time, e.g. gardening, crafts.	Provide opportunities for leisure time. Give student opportunity to try a wide variety of activities.	
Participates in group games or activities.	Play group game. Have student participate and try out several different parts.	
Plays lawn games with modified rules.	Provide opportunities to play lawn games.	
Participates at organized community recreation programs.	Provide opportunities for student to participate in recreation programs.	
With minimal supervision, attends community spectator events.	Encourage student to attend community events.	
Uses some recreational facilities.		
Demonstrates ability to be part of camping team.	Provide opportunities for student to attend camp, take part in scouting group, etc.	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Identifies extended family members by name and role.	Have student construct pictorial family trees of all members or make a poster.	
	Have student relate activities to grandparents.	
	Visit a senior citizens' home.	
Associates extended family members with what constitutes own family.	Have student compose a family album, including extended family. Have student bring a family album to school to share with class.	
	Invite a grandparent of a class member to school for a special visit. Role play introducing this guest.	
Identifies ways in which families change.	Use students' families to show an addition, leaving home, marriage. Make posters to illustrate these examples.	
	Read stories or compose your own, about death, separation, and divorce. Have student relate main idea of story and answer questions about content.	
Participates in the decision making process for family recreational activities.	Have student participate in a community recreational class or club, e.g. swimming, scouts.	
	Include student in discussions where to go for weekend outings, weekend trips, and holidays. Ask for suggestions and follow through on them.	

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY
Level 5
A. At Home

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Practises courtesies in social situation.	Have student role play social exchanges such as greetings, courtesies.	
	Have student predict outcomes of action pictures, e.g. greeting at door, receiving gift.	
States and obeys most family rules.	Make pictorial chart of family rules.	
	Have student predict outcome of following/breaking family rules. Utilize chart.	
With reinforcement, assumes responsibility for self and belongings.	Utilize self-monitoring chore charts to help remind student of chore responsibilities, e.g. keeping room tidy, putting clothes away.	
	Ask parents to provide an allowance when he assumes some responsibility.	
	Give special privileges for carrying out weekly duties, e.g. going out to eat, inviting a friend over.	

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY
Level 5
B. At School

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Differentiates between belongings of self and others.	Have student attach name tags to belongings they bring to school. Role play borrowing items from others. Role play lending items to others.	
Identifies school rules.	Make a chart of school rules. Have student predict outcomes of not following school rules, e.g. running in the hallway: falling.	
With reinforcement, assumes responsibility for self and belongings.	Have student follow class routines, e.g. keeping coat area tidy. Demonstrate correct handling procedures for common equipment and have student model.	
Assumes responsibility for specific class chores/errands.	Utilize self-monitoring chore charts for class chores.	
Demonstrates respect for property of others within the class.		

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Identifies additional community helpers, e.g. scout leader.	Have police speak to class about Block Parents. Play a game involving identifying Block Parent sign. Have different religious leaders visit school, and relate how they are community helpers. Discuss the various clubs/ recreational activities student participates in. Relate the role leaders play in being community helpers.	
Identifies functions of community helpers.	Have student pair community helper with specific actions, e.g. police - getting lost; fireman - fire/ambulance required; doctor, nurse - illness. Play a game where student must match picture of community helper with an action, e.g. "The little girl has lost her bus fare and doesn't know what to do. Who should she get?". Have student ask community helpers for a simple job description. Record on chart in classroom.	
Identifies some city/town facilities, e.g. historical park.	Visit different facilities. Purchase post cards or take photos. Have student label and discuss activities in classroom.	

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY
Level 5
C. In the Community

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Identifies some cultural differences in people within own community.	Have student participate in different community facilities, e.g. community centres.	What is a Community (filmstrip). People Are Alike (filmstrip).
	Provide opportunity for student to visit ethnic shops, e.g. making purchase in Chinatown, Native Indian craft centre.	
	Show films.	Children of Canada Series (film). The Stories of Tuktu Series (film).
	Have persons of different ethnic backgrounds visit school and demonstrate an ethnic craft/food.	
Sings some of the words to the National Anthem.	Relate and have student model line by line.	
Recognizes the importance of the Canadian Flag.	Show pictures of the Canadian Flag at Olympics competition, parliament grounds, etc.	Precision (film). The Musical Ride (film).
	Discuss pride in being Canadian.	
Identifies community rules and routines applying to self.	Make pictorial sequence strips for community rules and routines. Have student put in order.	
	Play sequencing games.	Consumer Sequential Cards. Photo Sequential Cards. Kanata Kits. Independent Living Sequential Cards.
	Have student follow simple directives while travelling in or using community facilities.	

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY
Level 5
D. Environmental Education

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
1. Ecology: The student:		
Identifies appropriate habitat for familiar living organisms.	Take student on field trips to various locations where animals are, e.g. bird sanctuary, zoo.	
	Have student match pictures of animal with home.	Where Do They Belong? Animal Classification.
	Show films.	Animals That Build Their Homes. Bighorn; Caribou of Northern Canada; Cattle Ranch, etc. (films).
	Make posters of animals living in specific habitat, e.g. sea, mountains.	
Identifies appropriate ways to behave with domestic animals.	Demonstrate and have student model behavior.	
	Take field trip to farm to observe how to interact with farm animals.	
	Have student visit animal shelter and locate information on how to care for a pet.	
	Have a guest speaker visit school with a pet and relate how to interact with pets.	
Identifies male and female animals of the same species.	Visit a zoo or farm where pictures may be taken of both male and female species. Match the pictures and label.	Animal Growth Sequential Cards.
	Use pictorial matching game.	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Identifies two or more attributes of plant material.	Take student to plant locations.	
	Have student sort familiar plant material, on one attribute first and then a second, e.g. fruit/fruits which are sweet; leaves/parallel veining in leaves.	Treesorts.
Identifies growing environment of familiar fruits and vegetables.	Have student visit a greenhouse or vegetable garden; locate root, vine, leaf vegetables.	
	Observe fruit trees in fall; provide collection experiences, e.g. crab apple, naning cherry.	
	Show pictures of banana tree in tropics; orange tree in California.	
Identifies light and warmth as requirements for plant growth.	Perform experiments with student where plants are placed in cool, cold, or dark place. Observe changes.	
Recognizes that plants need soil to grow.	Perform experiments to show that plants need soil, e.g. digging up garden plants.	
	Make charts and observations.	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Identifies changes in water forms, e.g. ice, snow.	Perform experiments and observe natural phenomena; melting: collect snow and melt on element, use water; freezing: make ice cubes in freezer, observe what happens to melted water overnight during spring.	
Recognizes that some animals need the ground for homes and shelter.	Provide opportunity to view underground animal homes in the zoo, e.g. rabbit, ground squirrel.	The Life of Animals Series: Animal Homes and Ways Animals Protect Themselves, etc. (filmstrip).
Identifies animals that live in mountain, plains, and near sea.	Play sorting games with pictures.	Animal Sorting Games: Sea Animals, Farm Animals, Forest Animals, Wild Animals. Places Where Plants and Animals Live Series (filmstrip).
2. Weather:		
The student:		
Predicts weather according to conditions, e.g. snow in winter.	Have student observe sky and listen to forecasts; compare predictions to daily forecasts.	
	Make charts of weather for each of the seasons.	Pictures from magazines. Experimental Science Program.

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
3. Energy:		
The student:		
Identifies use of sources of heat.	Have student use heat producing appliances correctly, e.g. oven or toaster to cook or bake a simple food item.	
Identifies other sources of energy, e.g. wind and water.		
4. Pollution:		
The student:		
Disposes of litter appropriately.	Have student locate a variety of litter containers in different setting by following simple directions. Take student on a field trip to local garbage dump or land fill site.	
Identifies appropriate noise levels for a variety of situations.	Take student to locations in community which have rules regarding noise level, e.g. library, restaurant.	
5. Conservation:		
The student:		
Identifies appropriate areas for collecting natural environment specimens.	Have local provincial/ national parks personnel speak to class about collecting specimens, e.g. rules regarding picking wild flowers.	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
	Visit a local park which has signs regarding collecting natural specimens, e.g. "Do not pick the flowers"	
	Take student on expeditions to collect specimens, e.g. flower garden, woods for non-living specimens such as cones, dried materials.	
Demonstrates awareness of various ways to conserve energy.	Have student turn off lights, etc.	

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS
Level 6
A. Knowledge of Self

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
1. Personal Characteristics: The student:		
States and writes full name, age, address, telephone number and birthdate.	Provide opportunities to practise filling out a variety of information sheets.	Tape Recorder.
	Get blank employee application forms. Have student practise filling these in.	Social Learning Curriculum.
States or writes names of family members.	Present pictures of family members. Have student state/write the name of each person.	Photos of family members.
	Fill in appropriate information sheets with names of family members.	Washington State Cooperative Curriculum, Binder 2.
States/writes full name of school.	Have student state/write full name of school.	Photo of school.
Identifies or marks own property with appropriate labels.	Have student choose his belongings from among others which are similar.	
Identifies areas of interest.	Ask student what he likes to do in his leisure time.	
	Have each student make a display illustrating things which they like to do; cut pictures from magazines or bring actual things from home to add to the display.	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
	Give student opportunities to choose an activity for leisure time.	
Demonstrates abilities and/or talents appropriately.	Encourage all display of talent or ability by individual student.	
	Provide opportunities for student to be in "spotlight". Encourage appropriate audience participation.	
2. Physical Self:		
The student:		
Interprets and categorizes sensory input accurately.	Provide opportunity for student to categorize things which relate to the senses.	Social Learning Curriculum.
	Increase the level of difficulty as the student's ability increases, e.g. classifying sounds from loud to soft, high, medium, low, etc.	
Recognizes aspects of appearance which need improving.	Draw student's attention to aspects of appearance which differ from peers'.	
	Provide opportunities for students to discuss differences in appearances of various people.	
Measures height and weight, and recognizes changes in them.	Have student measure height and weight at regular intervals during year; plot these on bar graph. Help student to identify increases and/or decreases, and compare changes.	Social Learning Curriculum.

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Recognizes responsibilities and privileges appropriate to various age levels: -age to get a job -age to change schools or educational levels -age to leave home -age to drive a car -age to get married -age to vote -age to drink alocholic beverages.	Show student variety of pictures of people. Ask questions which involve age appropriateness, e.g. picture of baby: "Can this person drive a car?". Expand the questioning by asking "Why?", or "Why not?" or by having the student make comparisons himself.	Pictures of people at various ages.
Behaves appropriately in situations requiring privacy, e.g. menstrual cycle, masturbation, adjusting clothing.	Encourage student to use appropriate setting for various situations. Provide appropriate guidance.	
3. Emotional Self:		
The student:		
Identifies specific emotions in self and others from a variety of stimuli.	Role play situations which involve emotions. Have student identify how the characters are feeling. Making a feeling word dictionary as new "feeling" words are introduced. Ask student to bring pictures to illustrate the word.	Human Development Program: Magic Circle/Inner Change. Exploring Our Emotions (poster set).
Indicates specific situations which elicit happiness, sadness, nervousness, and feeling of being left out, etc.	Have student try to recall specific situations where he felt certain emotions. Encourage him to question why he felt that way. Ask how the situation could be changed so that he felt differently, better/worse?	

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS
Level 6
A. Knowledge of Self

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Practises coping with stress in a number of ways.	Discuss appropriate and inappropriate ways of dealing with stress, e.g. time-out, listening to music, going for a walk.	Relaxation - A Comprehensive Manual for Adults, Children, and Children with Special Needs.
With supervision, practises relaxation techniques.		
Predicts emotional reactions of self and others in a given situation.	Use role play.	
Expresses and controls emotions in variety of settings.	Role play situations where student is involved in conflict. Have him indicate ways to resolve it. Capitalize on natural teaching situations.	

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS
Level 6
B. Social Relationships

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
1. Needs and Motivations: The student:		
With assistance, distinguishes between needs and wants.	Help student to recognize what he needs to satisfy requirements for basic daily living: food, clothings, etc. Help the student plan a wardrobe, identify things he needs and then pick out some "extras" to satisfy his wants. Have student plan a grocery list. Allow a certain amount of money. Help student list first necessities then the "frills".	
Initiates action of others when required, e.g. gets help in threatening situations.	Provide opportunity for community helpers to visit the school to discuss their roles. Role play situations which require the intervention of other people.	Social Learning Curriculum.
Acts in situations requiring own intervention.	Role play situations which require a student to satisfy own needs. Provide opportunities for a student to experience such things as: putting out a campfire, changing a light-bulb, cleaning up broken glass.	

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS
Level 6
B. Social Relationships

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
2. Factors Affecting Relationships: The student:		
Responds appropriately to familiar and unfamiliar people, with respect to age.	Role play situations where student responds appropriately according to the age of the person they are meeting.	Social Learning Curriculum.
Responds appropriately to familiar and unfamiliar people, with respect to their roles.	Encourage visits to class by members of students' families. Have student introduce his family member to the class.	
	Invite unfamiliar people to visit your class.	
	Integrate some activities with regular classes of different aged students.	
	Role play situations where student responds appropriately to people according to their roles. Have student match pictures of community helper to action picture, e.g. doctor-injured child.	Job Puzzles. Occupation Photographs. Occupation Match-ups. Career Identity Cards.

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
With assistance, distinguishes between fantasy and reality, e.g. indicates what is real in stories and other media.	Make a list of accomplishments achieved by real or unreal people. Read them to the student. Have him identify whether they were done by a real person or by a storybook character. Show pictures of characters in a story and discuss if they are real.	Books. Comics. Storytelling Posters.
3. Handling Social Interactions: a. Expressive Communication Skills:		
The student:		
Communicates in a number of ways, e.g. gestures, speaking, writing, facial expressions.	Provide opportunities for letter writing. Provide opportunities for student to participate in class play or produce puppet show for younger students.	
Communicates with others using socially acceptable behavior.	Provide opportunity for student to converse with people both familiar and unfamiliar. Integrate student into regular school functions and/or classes.	
Uses appropriate techniques to obtain information.	Encourage student to use questions to get more information. Have student plan social events; guide him as to what information he needs to provide.	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Modifies behavior at the appropriate times or when directed, e.g. stops crying, settles down to required activity.	Praise student for modifying behavior as directed; ignore inappropriate behaviors.	
b. Receptive Communication Skills:		
The student:		
Recognizes less obvious mood changes in others.	Using facial expressions, gestures, and subtle hints, see if student can tell how you are feeling. Role play certain moods.	
Repeats short messages.	Provide opportunities for student to deliver messages to familiar and unfamiliar people.	
c. Problem Solving and Decision Making:		
The student:		
Initiates and contributes to classroom decision-making.	Provide opportunity for student to initiate and make classroom decisions. Provide guidance where necessary, e.g. planning of a party, rearranging the classroom. Encourage participation by everyone. Praise individual and group contributions.	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
With encouragement, independently resolves most conflicts with peers, using socially appropriate methods.	Role play conflict situations. Have student work through to resolve. When student sees a conflict on television, on the play ground, in the halls, etc, discuss it with him. Role play if necessary. Ask student what can be done to resolve the conflict.	

TRAVEL
Level 6
A. Ways to Travel

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Chooses correct mode of transportation for own destination.	Have class plan an outing requiring transportation.	
	Utilize activities which require student to group methods of transportation on cost/feasibility and time/feasibility, e.g. "If you only have a dollar for transportation you cannot travel by taxi".	Pictures of different vehicles. Pictures of different destinations.
Identifies forms of travel: private, public and commercial.	Have student make a poster which tells who own different vehicles, e.g. car: person/individual; buses: city/company, etc.	I.P.A. Manual, 1980.
	Have student determine how public and commercial vehicles stay in business, e.g. to make money, to offer a service.	
Recognizes the need for a driver's license to drive vehicles.	Have student view a number of different drivers licenses, e.g. car, truck.	
	Have student tour a driver testing area of the motor vehicles branch and observe someone taking a driving test.	
	Tour a school which offers driver training, and have student view the Operator's Manual for a license.	
Participates in driver's training (where appropriate).	Enroll student in an adapted, accredited driver's training program.	Driver Education. International Signs.

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Demonstrates ability to ask for and follow directions.	Have student role play asking for directions, e.g. the location of a building, bus route/stop. Take student to familiar travel setting and have him ask for and follow simple directions from a bus driver or other person.	
Distinguishes between vehicular lights and pedestrian lights.	Take student into area where both pedestrian and vehicular lights may be seen. Cross streets using pedestrian lights, and comment on other traffic lights. Take the student on a photo or slide excursion to find different traffic lights.	
Telephones home and/or school to ask for help while travelling.	Have student practise phoning home and school from a variety of settings to make a request, e.g. "May I stay out longer?".	
Identifies more obscure landmarks outside own neighborhood, e.g. record store in a mall.	While in travel setting play locating activities with the student, e.g. "I will meet you under the record sign". Set out on travelling trips to make a specific purchase in a multi-store complex. Have student view shop contents from window in search for a specific item. Repeat process until the student becomes familiar with the setting.	

TRAVEL
Level 6
B. Travel Skills

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Travels unsupervised on buses, e.g. from home to work and return, including transfers.	Take student through the travel route as many times as needed so he remembers where to disembark bus, and bus number for specific locations.	
	Simulate asking for directions to return home when lost, or finding directions on how to take bus to a new location.	
	Have the student use city transit frequently to meet his own travel needs.	
Responds appropriately to signs of information.	Have student point out signs of information and relay to another student.	
	Have student practise responding appropriately to signs of information in travel setting.	
Differentiates between appropriate and inappropriate behavior of self and others in public.	Have student observe rules for riding on city transit, e.g. no smoking sign, priority seating symbol.	
	Have student make a poster of appropriate behaviors to be observed in the travel setting.	
Accepts and exercises own right of way in public places.	Role play situations where student accepts other's right of way, e.g. letting someone pass in a line-up, giving up seat on a bus.	

TRAVEL
Level 6
B. Travel Skills

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:	Discuss the importance of giving others right of way but allowing self to also get "travelling". Use pictures to determine consequences of "unreasonable right of way to others", e.g. boy holding door and missing the bus. Role play situations where student must demonstrate own right of way, e.g. passing a slow person on sidewalk.	
Demonstrates ability to get on/off escalators and elevators, walk through revolving doors, etc.		
Does not accept rides from strangers.	Have the local police come to school and speak to class about the dangers of going with strangers. Simulate situations where student may be in a position to accept a ride from a stranger, e.g. have an unfamiliar parent drive up to a student while you are walking to the bus stop and offer you a ride.	
Demonstrates appropriate behavior while travelling.	Give the student special privileges for appropriate behavior, e.g. visiting friends by bus, special funds for recreation.	

TRAVEL
Level 6
B. Travel Skills

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Demonstrates ability to deal with money-related situations while travelling, e.g. purchase fare, lunch, snacks.	Lead student through steps of purchasing, selecting and depositing fare for specific modes of transport he uses. Practise until he does independently. Have student deposit money in a locker and store a belonging overnight. In travel setting have student determine how much certain items cost, e.g. coffee, bowling. Have student plan a recreational outing which includes transportation. Help determine cost of transportation and the activity. Make sure student has money left over after the cost of these items have been figured. Accompany student and help him make decision how to spend his "excess" of money and still have return fare. If the student has a bus pass, allow him to handle recreational and snack money.	
Recognizes the need to keep the specific time schedules for certain events, e.g. catches bus at 8:00 a.m.	Help the student prepare a time-line of daily activities to see the importance of arriving on time. Discuss consequences of deviating from schedule.	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
	Have the student plan an activity in which he must find out the time to catch a bus for an event other than routine, e.g. "If I want to go to the 8:00 p.m. show, when do I catch the bus to arrive on time?"	
Crosses uncontrolled intersections in heavy traffic.	Practise crossing streets with student. Repeat until he crosses appropriately.	
Travels safely within own community, e.g. railway crossings, negotiating livestock.	See Communication section, Reading. Discuss safety while travelling.	
Crosses streets in busy areas.		
Rides bicycle safely in all areas.	Have student practise following rules of riding.	

HEALTH
Level 6
A. Nutrition

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Selects foods and appropriate times to eat.	Ask parents to observe behavior. If funds available have school luncheons for several weeks. Have student prepare the menu and meal. Discuss selection.	Nutrition Series.
Chooses a balanced diet.	Collaborate with the home to have student prepare own lunch. Establish a reinforcement system to encourage student to bring foods from the four food groups.	Canada Food Guide. Department of Agriculture Materials.
Demonstrates understanding that good health is related to food intake.	Invite health nurse to speak to students. Show filmstrips.	Menu (film).
Practises quantity control.		

HEALTH
Level 6
B. Personal Care

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
1. Knowledge of Body: The student:		
Demonstrates understanding of the function of some internal organs.	List major internal organs, and discuss their function. Use resource person, e.g. school nurse. Illustrate, using transparencies and charts. Show film, filmstrips.	Feeling Fine (filmstrip).
Demonstrates knowledge of body changes that occur with physical maturity, e.g. voice change.	Discuss, using charts, films, filmstrips. Compare and contrast pictures of immature and mature males and females.	Love, Sex and Birth Control for Mentally Retarded: A Guide for Parents, Teachers and Professionals. Sex Education for the Developmentally Desabled.
2. Care of Body: The student:		
Practises personal care and good grooming.	Discuss meaning of good grooming. Use visit from public health nurse and dental hygienist for factual information. Provide student with checklist to be used daily to ensure all areas are covered.	The Problem: Acne. Self-Care Series.
Recognizes that personal cleanliness is important to self and others.	Discuss and dramatize. Show films and filmstrips. Use pictures/study prints to compare and contrast good and poor health habits.	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
	Create actual situations that require student to make appropriate decisions regarding cleanliness.	
Recognizes the importance of sleep and rest.		
Reports pains or symptoms of illness or injury in self and others.		
With supervision, performs simple first aid.	Discuss appropriate treatment for the existing problem. Help student administer treatment.	
3. Drugs and Alcohol:		
The student:		
Takes daily medication independently (when appropriate).	Make a chart illustrating the time and the medication the student should take. If student cannot read time use an appropriate picture that will illustrate related time.	Teaching the Moderately and Severely Handicapped, Volume 3.
	Role play situations where student has an offer of a larger than normal dosage.	
	Discuss possible effects of taking too much medication.	
States instances when medication may be required.		
Recognizes the possible adverse affects of alcohol, tobacco and other drugs.	Show films, filmstrips, slides and use kits. Invite appropriate resource people.	
	Use bulletin board displays.	

HEALTH
Level 6
C. Community Health Services

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Utilizes the community health service system.	Collaborate with family. Provide direction and assistance when necessary.	

SAFETY
Level 6
A. At Home and School

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Demonstrates independence and responsibility in the use of equipment and materials encountered at home/school, e.g.: -sharp objects -appliances -electrical outlets -tools -poisons -gym equipment -matches.	See Levels 4 and 5 strategies if student demonstrates a need for exposure to specific tasks. Periodically review safety skills for specific areas as required. Show films/filmstrips. Bring in resource people to discuss safety in specific areas. Use charts and checklists as reminders.	Safety Series.
Keeps work/recreation area orderly and safe.		
Practices safety when moving on stairs, in hallways, on buses, etc.		
Practices fire safety.		
Demonstrates ability to alert others in case of fire.		

SAFETY
Level 6
B. Community

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Follows safety rules in the community.	Observe behaviors and remind student of safety rules. Correct inappropriate behaviors immediately by having student state what is appropriate. Show safety films for review.	Bicycle Safety.
Seeks help in an emergency situation.	Teach phone number to be used for emergencies only (911), and discuss appropriate situations that warrant using it.	
Demonstrates ability to use appropriate sources of help.		

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Practices safety in recreational setting.	Have student demonstrate proper use of equipment and facilities to other students.	
Demonstrates a degree of independence in the safe use and handling of recreational space and equipment.	Role play situations that are inappropriate; have student state what's wrong and demonstrate the appropriate behavior.	
Seeks help when injured.		

WORLD OF WORK
Level 6
A. Career Planning and Awareness

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
1. Why Work:		
The student:		
Responds routinely to tasks assigned.	Decrease verbal prompts.	
Participates in, or seeks help for, negotiating suitable rewards for tasks completed.	Make contractual agreement with student: successful completion of task brings given reward in terms of favorite activity.	
Recognizes relationship between task performance and receiving of reward.	Withhold reward if terms of above agreement not met and discuss why.	
Performs some tasks to please self and/or others.	Have student put up the flag, run errands inside and outside school, etc.	
2. Job Awareness:		
The student:		
Describes jobs of family members in more detail.	As class assignment have students find out what kind of work various family members do, with details of job, e.g. place of work, name of company.	Magazines, Newspapers, Journals.
Provides details of more jobs.	Have student cut out pictures and make poster of people who work in similar kinds of jobs, similar places, similar companies, etc.	Janus Job Interview Guide.

WORLD OF WORK
Level 6
A. Career Planning and Awareness

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
	Invite selected people in workforce to visit school. Take field trips to various places of work. Have student make scrapbook showing many different careers, tools.	
3. Job Demands:		
The student:		
Demonstrates good work habits in the following areas: -task completion -time management -following instruction -listening skills -neatness and efficiency.	Provide work sheets for student. A "Job for the day (week) chart", simple home work assignments.	
Complies with increasingly complex directions.		
Approaches and completes tasks willingly.	Give individual neatness and efficiency rewards. Give work tickets to be redeemed at lunch time.	
Performs certain tasks voluntarily.	Provide a list of reasonable, pleasing tasks to be done in the classroom. Ask for volunteers without promise of reward. Gradually change list to more work oriented tasks.	
Accepts praise and criticism appropriately.	Increase independence with programmed learning devices, e.g. computer assisted learning.	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
1. Use of Tools and Equipment:		
The student:		
Selects and uses appropriate tools and machines for specific projects.	Have student complete simple project incorporating home and shop skills. Take prearranged field trips to hardware stores and household departments to examine various tools.	
Independently follows the rules of organization, care and safety with respect to more complex tools, materials and equipment, e.g. lathe, band saw, sewing machine.	Make posters of rules of more complex tools and their uses. Use videotaped peer demonstration and evaluation of performance.	
With decreasing assistance, constructs more complex projects.	Make available a variety of materials and allow student to experiment.	
2. Following Directions:		
The student:		
Follows directions of increasing complexity.		
Identifies person(s) in authority in specific work situations.	Use role playing, e.g. role of foreman.	
Accepts supervision in specific work situations.		

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
3. Decision Making:		
The student:		
Makes appropriate decisions in familiar work situations.	Provide examples of correct work. Refer to similar work of peers: discuss and compare quality of work. Let students choose the neatest work for display. Show films about decision making and engage the class in discussion solving the problems outlined in film.	Fair and Unfair (film).
4. Independence:		
The student:		
Demonstrates ability to perform satisfactorily in unfamiliar work situations.	Provide opportunities for the individual student to work at unfamiliar tasks which use previously acquired skills, monitoring performance when necessary.	

WORLD OF WORK
Level 6
C. Finding A Job

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
1. Awareness of Personal Ability and Interest:		
The student:		
Identifies jobs/careers which may be of special interest.	Discuss specific jobs, e.g. carpenter's helper: -what skills are involved -what training is needed -does the student qualify for this job -what can student accomplish in this area.	See school and public library for career oriented material.
Identifies and/or selects jobs/careers which reflect personal abilities.		
2. Awareness of Process:		
The student:		
Demonstrates awareness that people look for jobs.	Bring visit to manpower.	
Demonstrates awareness of specific procedures to follow in finding a job.	Read the classified ads section of newspaper to class and discuss types of jobs available.	Local newspapers.
Demonstrates suitable behavior for job acquisition: neatness, cleanliness, manners.	Role play how to apply in person for job, first with teacher, later with unfamiliar person.	
	Practise completing an application form, provide help if necessary.	Various application forms from local businesses.

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
	Provide opportunities to develop telephone skills.	Tele-trainer.
	Tape interviews for playback and discussion.	
Participates in work experience program.		Special Education Handbook: Establishing a Work Study Program.

WORLD OF WORK
Level 6
D. Keeping A Job

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
1. Awareness of Responsibilities: The student:		
Demonstrates responsibility in work situations, e.g.: -punctuality -personal hygiene -regular attendance -appropriate interaction -attending to task -safety awareness -appropriate discriminatory skills, e.g. questions, inappropriate requests.	Provide a daily time check-in system in the classroom and discuss consequences of tardiness and appropriate time for arrival.	Teaching Exceptional Children.
	Continue a daily hygiene program.	
	Display attendance chart and let students keep it up-to-date on daily basis. Discuss at end of month (or week) and reward best attendance record.	
	Play games which enhance cooperation.	The Cooperative Sports and Games book: Challenge Without Competition.
	Set up assembly line procedures for class projects, e.g. bottle drive.	
	Improve task behavior by using time devices and improve ability to ignore distractions.	
	Reproduce signs of warning and danger and visit areas displaying such signs.	Safety films.
	Visit areas with potentially dangerous machinery.	
	Discuss absurd or inappropriate requests. Discuss reasons to refuse such requests.	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student: Demonstrates ability to locate persons who can assist with matters such as: -employment benefits -pay rights -social insurance number -contractual obligations -equal pay for equal work.	Use role play. Make visits to information centers such as Canada Manpower. Invite guest speaker for career oriented talks.	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Assumes responsibility for certain routines regarding care of clothing, e.g.: -doing laundry -folding and putting away -identifying need for repairs.	Provide practice opportunities. Demonstrate laundry sequence: -water - detergent - washing - rinsing - drying, etc. Send home chart for length of time at home involved in clothing care. Positively reinforce student awareness of clothing care needs. Emphasize good clothing care and good grooming practices.	
Chooses appropriate clothing for various conditions and occasions, e.g. age, weather.	Play classification game with prepared picture cards showing various articles of clothing. Have student classify according to season, occasion, age, color, etc. Present occasions which necessitate changes in clothing, e.g. classroom parties, theme days, dress-up days.	Pictures, catalogues, magazines.
Selects own clothing, e.g. color and design.	Collaborate with parents to provide opportunities for student to select own clothing. Take field trips to stores, etc.	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
With decreasing assistance, sews simple garment by hand and/or machine.	Have student experiment with clothing construction tools and materials. Choose patterns according to student ability, such as kimono sleeve blouse, elastic waist slacks, denim school bag, fabric placemats, some sleeveless vests.	Sewing machine. Assorted suitable fabrics.
With decreasing assistance, makes minor repairs, e.g. patches, hems.		

HOME MANAGEMENT
Level 6
B. Food

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Demonstrates appropriate eating behavior.		
Demonstrates appropriate table manners.	Monitor behavior if necessary.	
Demonstrates independence in grocery shopping routines, e.g.: -making shopping list -purchasing some items -exchanging an item.	Plan a menu, discuss what is needed. Have student purchase the items. Establish Routines for checking supplies before purchasing more. Use pictures if student does not read. Group items in categories or as they appear in grocery store, e.g. vegetables/ canned.	Steps to Independence: Early Self-Help Skills, Intermediate Self-Help Skills. Advanced Self-Help Skills.
Demonstrates ability to make and use a simple shopping list.		
Plan meals on a weekly basis.	Collaborate with home. Plan a weekly menu and select some items to be prepared at school.	Food and Nutrition
With assistance, budgets own money.	Initially start with one meal, e.g. lunch at school.	
Prepares simple meals.		What's Cooking. ABC Cookery. Let's Do Some Cooking. Turn Kids on to the Good Food. The Kids' Cookbook. Kids in the Kitchen. Young Homemakers Cookbook. Planning Meals and Shopping. Classroom Cookery. Crunchy Bananas.

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Interprets information on dated perishables, e.g. milk.	See Communication section, Functional Word List. Establish routines where "oldest" product is placed in front of "newer" product.	
Interprets information to use simple recipes.	Use pictorial recipes for "scratch" recipes.	Cooking in the Classroom. Help Yourself to Food.
Selects and uses common utensils in food preparation, e.g. measuring cup.	Establish routines in food preparation, e.g. getting utensils out before starting.	
	Use picture cook-books, matching for measuring for students who have poor number concepts.	Kids in the Kitchen. Cooking in the Classroom.
Assumes responsibility for certain daily routines related to food production, e.g. caring for livestock, gardening.		
Performs serving and clean up routines.	Establish suitable routine; monitor completion when necessary.	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Identifies and performs jobs to be done, e.g. sees snow and cleans sidewalk.	Make student responsible for day to day jobs. Establish work study stations.	
Cares for own living space independently.	Coordinate home/school checklist for own living space.	Independent Living-Sequential Cards.
Demonstrates knowledge of simple safety procedures, e.g. turn off stove, unplug iron.	Provide opportunities to practise safety procedures necessary for own environment.	Lifestyles 70's. Housing and Home Furnishings. Inexpensive Apartment Decorating.
Makes simple repairs.	Have student make simple repairs, e.g. tighten loose screws, replace burned out light bulbs, adjust circuit breaker.	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Relates considerations in selecting furnishings, e.g. price, need, quality, color.	Have student plan a color scheme for a bedroom, living room. Make lists of functional/non-functional items. Incorporate price into student's budget.	Inexpensive Apartment Decorating. Finding a Place to Live. Buying Furniture for Your Home.
Explores personal choices in living spaces.	Using magazines prepare lists of types of housing available. Visit different types of homes, e.g. apartment, single/multi home dwellings.	Apartment Hunting Series. Homes and Lifestyles: The Choice is Yours.

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Assumes simple responsibilities for younger children, e.g. short term babysitting.	Leave student in situation with younger school children where he is expected to act responsibly.	

MONEY MANAGEMENT
Level 6
A. Earning Money

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
See Computation section: Measurment, A. Money.		
The student:		
Demonstrates some understanding of the value of money, e.g. five cents will not buy a car.	Discuss: "I have 50¢, I can buy __________". "I have $50, I can buy __________".	Learn to Earn.
Recognizes coins and bills in combination.		
Relates number concepts to coins up to twenty-five.		
Reads and writes money symbols.		
Uses words associated with money appropriately, e.g. sale, change, cheque.	Use cheques, deposit slips, etc. Use hypothetically, then in reality.	
Performs certain tasks to earn money, e.g. paper route.		

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Demonstrates knowledge of correct amount of money for items.	Discuss "We need to purchase ____. How much money will be needed?".	Let's Go Shopping.
Compares prices between two similar items.	Bring various things into class and discuss similarities and differences.	Using Arithmetic in Shopping.
	Take trips to stores, pointing out comparative features, e.g. price, label, quantity.	Computer Assisted Instruction.
Exercises greater independence in selection and purchasing personal needs.		
With assistance, prepares monthly budget.	Have student make a list (pictures or words) of items he spends his money on with approximate or exact amount spent. Use sample budgets and have student delete items that are not a priority. Instruct student what to do in: -emergency spending situations -borrowing situations -surplus situations.	The Money Series: How to Buy Food; How to Buy Clothes; Banking; How to Budget Your Money. Monopoly.

C. Saving and Borrowing

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
With decreasing supervision, manages a bank account.		
Saves money for special purchase.		
Demonstrates understanding of terms related to borrowing, e.g. loan, payment.	Set up hypothetical classroom borrowing situation involving loan, and payment.	Dollars and Sense.
Demonstrates responsible attitude with respect to borrowed money, e.g. repays small loans.		
Recognizes credit card and its use.	Display various credit cards. Ask "Where do you use a credit card", "When do you pay for things you bought?".	Credit cards from various stores, businesses, etc.

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Demonstrates ability to apply generalized object control skills to simple game situations (see Games and Activities).	Have student participate in the dual activities from Level 5 and engage in such partner games as table tennis, shuffleboard, modified badminton.	
With some guidance, demonstrates proficiency and initiates the performance of most Level 5 skills.	Have student participate in the team games and activities from Level 5. Have student participate in softball and modified basketball.	

B. Games and Activities

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Demonstrates some proficiency in dual activities and participates in partner games, e.g. table tennis, shuffleboard, modified badminton.	Play modified versions of games, eliminating boundary lines, etc.	
Participates in an appropriate aquatics program.	Encourage student to enroll in the appropriate Red Cross Program. Provide competitive experiences, e.g. races, swim meets.	
Demonstrates proficiency in Level 5 team games and activities, e.g. softball, modified basketball, floor hockey, soccer.		
Demonstrates proficiency in basic dances, e.g. polka, square dances, disco.	Provide opportunities for student to participate in these dances so that you can evaluate their progress.	
Demonstrates proficiency in the basic gymnastics activities of Level 5.	Have student participate in basic gymnastic activities, e.g. box horse, balance beams.	Jr. - Sr. High School Physical Education Curriculum.
Participates in life time sports activities, e.g. skiing, hiking, snowshoeing.		

MOTOR DEVELOPMENT AND PHYSICAL ACTIVITIES
Level 6
B. Games and Activities

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Participates in recreational activities, e.g. camping and related experiences.	Encourage student to participate in back packing, boating, fishing, etc. Emphasize safety rules.	
Demonstrates proficiency in track and field activities, e.g. high jump, medium distance races, soccer kick.	Provide opportunity for student to participate in these activities and evaluate his performance.	
Demonstrates ability to organize group into two teams.	Play modified softball and basketball.	
Performs the following exercises: stretching exercises, jogging, etc.	Provide opportunity for student to participate in these activities and evaluate his performance.	
Demonstrates knowledge of matters related to fitness, e.g. pulse taking, artificial respiration rate and proper diet.		Feeling Good (program). Color Me Red (text).
	Note: Other games and activities may be introduced at the discretion of the teacher, to those students who show readiness and general capability, e.g. volleyball, golf, racket sports.	

MOTOR DEVELOPMENT AND PHYSICAL ACTIVITIES
Level 6
B. Games and Activities

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Participates regularly in fitness program.	Have student participate in various exercises which emphasize flexibility, endurance, strength and speed, e.g.: -flexibility: sit-ups -endurance: leg-lifts -strength: chin-ups -speed: distance running.	Special Exercises for Exceptional Children. Motor Fitness Testing Manual for the Moderately Mentally Retarded.

MOTOR DEVELOPMENT AND PHYSICAL ACTIVITIES
Level 6
C. Social Skills Related to Games and Activities

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student: Attends to the task being presented. Responds appropriately to instructor. Demonstrates ability to follow instructions in a group setting. Practises appropriate courtesies. Demonstrates basic sportsmanship in games and activities. Follows specific game rules and demonstrates fair play. Utilizes social skills and practises safety rules in new situations.		

FINE ARTS AND INDIVIDUAL EXPRESSION
Level 6
A. Crafts, Hobbies and Activities

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Demonstrates increased proficiency in making creative patterns.	Provide opportunity for practice.	
With some assistance, creates shapes or objects, using materials such as clay, etc.	Discuss making objects for presents, for sale or just for mere enjoyment of making something. Display finished products. Have students evaluate while the object is on display. Use films to stimulate their thoughts.	How 2 Gerbils, 20 Goldfish, 200 Games, 2000 Books and I Taught Them How to Read.
Demonstrates competence in using scissors or other tool to create designs or cut out patterns.	Provide projects which will be of personal use and value to the student e.g. cut out a dress pattern for sewing. Have student develop skill in cutting out and laying a rug in a specified space (model of a room or an actual situation). Make puzzle from cutting a piece of linoleum. Invite resource people from community to teach a skill. Have class construct fabric mural.	Patterns.
Demonstrates more detail and form in painting.	Have student paint with water colors, using basic water color technique book.	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Demonstrates greater ability in assembling and creating forms and models.	Have student assemble an already cut out lawn chair, or complete the entire unit from cutting to assembling, depending upon his capabilities.	
	Have student sew a simple article. Make "pop" art (color sections of one color, other sections of another).	
Chooses and names colors of various items.	Take field trip to mail-order and other department stores to make shopping choices or some minor purchase.	
	Discuss color combinations in student's room.	
	Have student look intently at colors, then close eyes and recall the color.	
Demonstrates greater detail in drawings.	Provide structured lessons on a specific object, e.g. leaves have veins.	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Practises good listening habits when enjoying music.		
Listens to music as a leisure-time activity.	Encourage the student's efforts in collecting favorite records, tapes. Encourage the student to try different records on loan from a public library.	
Plans and initiates participation in group at local dance or other community functions.	Role play situations which will likely be a part of a social dance or other community function. Have student attend a school or club dance, then community dance.	
Continues to explore a variety of instruments.	Encourage student performance by positive response to the student's action. Provide age appropriate activities, use hand bells, etc.	
Participates in a social dance (with a partner).	Get students to help each other. Guide student movements until student gains some confidence and skill.	
Sings parts of contemporary songs from memory.		
Carries melody to simple harmony.	Encourage student to sing melody or attempt harmony part.	
Selects and chooses appropriate programs, e.g. television, radio.		

FINE ARTS AND INDIVIDUAL EXPRESSION
Level 6
C. Drama

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
With increasing ability, portrays a character from a simple story or play, memorizing voice inflection, acting the part.	Play game of charades. Assign role to act out. Assign character, or have student choose own character depending upon student's own ability and initiative.	
Demonstrates feelings and emotions in simple play.	Assign feelings to act out, have other students identify the portrayed feelings.	
Demonstrates ability to be part of performing group.	Assign a role to student and give opportunity to practice as part of the whole group.	

FINE ARTS AND INDIVIDUAL EXPRESSION
Level 6
D. Recreation

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Watches self selected television program with comprehension.	Provide opportunities to watch television. Question student as to content.	
Performs constructive tasks in leisure time, e.g. gardening, crafts.	Introduce a variety of leisure time activities to student.	
Pursues a hobby, e.g. collection.	Provide opportunities and materials to pursue a hobby.	
Organizes group games or activities.	Provide opportunities for student to plan games and activities, e.g. parties, dances.	
Plays lawn games, following standard rules.	Play lawn games with student. Occasionally deviate from rules, see if student will catch changes.	
Participates in community sports program.	Provide opportunity for student to participate in sports programs.	
Attends community spectator events on own initiative.	Encourage student to attend community events as a spectator.	
Uses recreation facilities.	Provide opportunities for student to use recreation facilities.	
Initiates own involvement in camping, scouting, etc.	Encourage participation in camping, scouting, etc.	

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY
Level 6
A. At Home

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Identifies how roles and responsibilities change with age.	Make a chart of responsibilities for the broad age ranges of child/adolescent/adult.	
Associates extended family members with what consititutes own family.	Have student plan a family outing or special event which requires a list of persons invited. Compare the number of family members of one student with another.	
Identifies how own family is unique.	Have students make chart and compare family rules, routines, holidays, and members. Encourage visits to other families, during mealtime, for recreational activities, during a holiday.	
Participates in the decision making process for family recreational activities.		
Recognizes the need for courtesy.	Role play the consequences of not using social amenities.	
Recognizes the need for family rules.	Have student predict the outcome of different family situations, e.g. breaking an item of value, eating supper before mealtime. Have the student assist in construction of family rules, make suggestions, and relate why he thinks the rule should be included.	
Assumes responsibility for own behavior.		

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Differentiates between personal, private and public property.	Make charts of personal, private and public property. Have student determine the user/purchaser of personal/private/public property.	
Recognizes the need for school rules.	Role play breaking school rules. Have the student predict outcomes of breaking the school rules. Make a pictorial chart of consequences of breaking school rules and advantages of keeping school rules.	
Assumes responsibility for own behavior.	Have the student suggest consequences of acting responsibly, e.g. earning privileges, special peer recognition. Discuss courtesy, accepting responsibility for own actions, etc. Have the student suggest ways of demonstrating above behaviors. Use student models and recognize those students who demonstrate these behaviors.	
Demonstrates respect for property of others within the school.	Have the student model correct handling of personal property of others, e.g. gaining permission to handle/borrow another's personal property.	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
	Give special privileges to student who demonstrates respect, e.g. borrow again, peer recognition.	
Assumes responsibility for specific class chores/errands.	Construct self-monitoring chore charts and award special privileges to student who carries out specified class chores efficiently and of high quality. Discuss and evaluate quality and efficiency. Pair students on specific work tasks and have one student assist the other in completing task.	

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY
Level 6
C. In the Community

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Identifies function of community helpers.	Provide hypothetical situation which describes setting requiring a community helper, e.g. getting lost in downtown traffic and having no money.	
	Have student record telephone numbers of common community helpers. Demonstrate how to ask for information on the telephone.	
	Have different community helpers come to school to discuss their function, e.g. hockey coach, block parent.	
	Encourage student to participate in community activities to get to know own community helpers.	
Associates appropriate function with community facilities.	Visit common community facilities and have student participate in various activities, e.g. clubs, parks.	
Describes some cultural differences in people within own community.	Have student participate in various social activities offered in community.	
	Have persons of different ethnic background visit school and demonstrate an ethnic food, craft, etc.	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
	Include slide presentation showing visitor's native country.	
	Show various ethnic films about different people living in Canada. Stimulate pride in cultural practices and ethnic origin.	Children of Canada (video-cassette).
States name of country.		
Recognizes the importance of the Canadian Flag.	Show flags which would be of interest to student, e.g. ethnic background, favorite country, etc. Tell him flags are used as identifying objects, and often tell something of the country.	
	Have student construct a classroom pennant.	
Recognizes the importance of community rules.	Use examples to impress the importance of rules, e.g. preventing abuse of recreational facilities.	
	Have the student predict what would happen if there were no rules, e.g. danger to self and others, destruction of facilities.	
	View destruction or show pictures, e.g. littered areas.	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
With assistance, demonstrates some understanding of legal rights applying to self.	Select topics of immediate interest to student related to legal rights. Have police visit school and speak about legal right topics. Discuss the correct action, e.g. not paying for an item - going back to pay; legal age for going to adult movie. Discuss legal rights of individual.	

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY
Level 6
D. Environmental Education

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
1. Ecology: The student:		
Identifies why living organisms live in specific habitat.	Discuss what animals eat, type of home, how they protect themselves.	
	Take field trips. Look for foods that these animals would eat, and some animal homes, e.g. bird nests, rabbit holes.	
	Show filmstrips and have student recall information.	Animals That Build Their Homes; How Animals Get Food; How Animals Hide; How Animals Protect Themselves; The Life of Animals; Animal Families (filmstrips).
	Discuss characteristics of various organisms.	
Identifies appropriate ways to behave toward wild animals.	Have local provincial/national parks personnel speak to class about rights of wild animals, dangers of wild animals.	
	Secure copies of common signs from parks personnel and have student read them.	
	Visit a National Park.	
	Take field trips to local parks where wild birds/squirrels can be observed.	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
	Demonstrate or give verbal directives on how to behave with these animals.	
	Stress animal rights as well as dangers associated with making a "pet" of a wild animal.	
Classifies related species, e.g. cat family.	Use pictures of different animals in the cat, dog, ruminant group. Have student point out characteristics, e.g. cats have claws, 4 feet, etc.	
	Classify common attributes, e.g. the bobcat, housecat and lion have these attributes and belong to the cat family.	
Classifies plant material on two or more dimensions.	Have student go on collecting expeditions where he is required to find dried/non-living material which has two specified attributes, e.g. shape and color of fruit/berries, color and veining arrangement of leaves.	
Identifies the basic requirements necessary for plant and vegetable growth.	Have student care for indoor house plants, volunteer or work in greenhouse or plant and care for outdoor flower/vegetable garden.	
Identifies the necessity for and common use of water.	Make a chart and have student keep track of when he uses water during daily routine.	

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY
Level 6
D. Environmental Education

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Identifies different environments where certain plants and animals live, e.g. seashore, mountains.	Use common plants which are easily recognizable and hunt for these plants in local area. Notice the type of terrain, soil where these plants grow, e.g. wild rose, black-eyed susan. Stress identification of common plants of Alberta. Observe animals in local area and note terrain. Take a field trip to a National Park. Have park personnel discuss flora and fauna of that area. Show pictures of jungle or tropical animals and plants. Show pictures of desert plants and animals; grow cactus in the room. Show films and have student recall information.	Wall Posters: Diving Ducks of Alberta; Swans, Cranes and Geese of Alberta; Broad Winged Hawks of Alberta; Falcons and Eagles of Alberta; Fish of Alberta; Weasel Family of Alberta; Large Carnivores of Alberta; Cloven Hoofed Animals of Alberta; Puddle Ducks of Alberta. Wonders of the Desert; Places Where Plants and Animals Live Series (filmstrips).
Identifies plants that grow in mountains, plains, and near sea.	Take student on field trips and point out plants that are native to own community. Take a leaf or flower sample or other identifying attribute. Label and mount under clear cover. Collect and mount seashore and/or plains/mountains plant pictures on posters and label.	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
2. Weather:		
The student:		
Interprets weather information obtained from media.	Have student relate weather forecast for the day/morning. Make posters of observed natural phenomen, e.g. dark clouds, sunny sky, and have student suggest wearing attire for the day.	
3. Energy:		
The student:		
Demonstrates understanding of various sources of energy and their uses.	Have student prepare a meal without using any heat appliances or stove. Ask student how he would get warm after returning from school/work on a winter day, e.g. have a cup of cocoa, sit in front of a fire.	
4. Pollution:		
The student:		
States reasons for not littering.	Have student view a littered area in real life or in pictures. Impress consequences of littering, e.g. spoiled scenergy, danger of glass. Take a field trip to a littered area and note the inconveniences which result, e.g. dirty park benches, broken glass on paths.	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Identifies why noise control is important.	Simulate noise pollution in a number of situations and have student predict outcomes, e.g. during a conversation, while watching television. Discuss hearing loss as a result of noise pollution.	
Demonstrates some knowledge of water and air pollution.		
5. Conservation:		
The student:		
Identifies reasons to conserve natural environment.	Visit local natural park and have personnel speak to students about flower conservation. Construct posters of food-animal chains, e.g. bees need flowers to make honey, berries are needed for birds' and animals' food. Have student predict what happens when an animal's food source is removed. Show films of endangered species, e.g. whale, fox.	
Identifies reasons for conserving energy.	Discuss wearing out with over use, e.g. light bulbs burning out faster, parts needing to be replaced. Discuss cost of running appliances, more use means paying more money.	

APPENDIX A

OVERVIEW

I. UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS
A. Knowledge of Self

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
1. Personal Characteristics:					
Responds to name when called. p. 1	With assistance, states name and age. p. 42	States name and telephone number. p. 94	With assistance, states/writes name, age, address and telephone number. p. 155	With assistance, states and writes full name, age, telephone number and address. p. 218	States and writes full name, age, full address, telephone number and birthdate. p. 280
	With assistance, states names of some family members and friends. p. 42	With assistance, states some names of family members and friends. p. 94	Recognizes frequently seen people by name. p. 155	States, or writes with assistance, names of family members. p. 218	States or writes names of family members. p. 280
	With assistance, recognizes school and home by sight or photograph. p. 42	Recognizes school and home by sight or photograph. p. 94	With assistance, states or writes name of school. p. 150	States and writes name of school. p. 218	States/writes full name of school. p. 280
Demonstrates some awareness of what belongs to him. p. 1	With assistance, recognizes own property by sight. p. 43	Identifies own property by sight. p. 95	Identifies or marks own property with name. p. 155	Marks or identifies own property with appropriate labels. p. 218	Identifies or marks own property with appropriate labels. p. 280
	Demonstrates preference in choice of toys. p. 43	With assistance, chooses an activity of interest from among two or three teacher selected activities. p. 95	Chooses an activity of interest from among two or three. p. 156	Engages in activity of own interest. p. 219	Identifies areas of interest. p. 280
				Responds appropriately when asked to demonstrate ability or talent. p. 219	Demonstrates abilities and/or talents appropriately. p. 281

I. UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS
A. Knowledge of Self

2. Physical Self:

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
With assistance, indicates some of the body parts related to the five senses. p. 1	With assistance, identifies body parts related to the five senses. p. 43	Identifies body parts related to the five senses. p. 96	Identifies the five senses and indicates body parts involved. p. 156	Interprets and categorizes some sensory input. p. 219	Interprets and categorizes sensory input accurately. p. 281
With assistance, indicates some common body parts. p. 1	With assistance, identifies some body parts. p. 43	With assistance, identifies body parts. p. 96	Identifies body parts. p. 157		
			Demonstrates knowledge of the function of body parts. p. 157		
With assistance, recognizes self in mirror and/or familiar photograph. p. 1	Recognizes self in mirror and photographs. p. 43	Recognizes own image in mirror or photographs. p. 96	Describes specific characteristics of his own appearance. p. 157	Describes specific characteristics of the appearance of people. p. 220	Recognizes aspects of appearance which need improving. p. 281
With assistance, responds to pictures of babies. p. 2	Responds to pictures of babies, old people (grandma). p. 43	With assistance, relates pictures of people to age in terms of baby, mom, dad. p. 97	Demonstrates knowledge that he grows. p. 158	With assistance, measures height and weight, and recognizes physical changes. p. 220	Measures height and weight, and recognizes changes in them. p. 281
			Demonstrates knowledge that growth takes place in people. p. 158	With assistance, compares differences in heights and weights using terms such as tall, short, heavy, big, little. p. 220	
				Recognizes privileges and responsibilities appropriate to various age levels. p. 221	Recognizes responsibilities and privileges appropriate to various age levels. p. 282

I. UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS
A. Knowledge of Self

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
2. Physical Self:					
	With assistance, states own sex. p. 44	States own sex. p. 97	Distinguishes between sexes by names and appearances. p. 158	Identifies sex differences between males and females, including primary and secondary sexual characteristics. p. 221	
	With assistance, identifies actions requiring privacy. p.	Identifies actions requiring privacy. p. 97	Identifies appropriate places for actions requiring privacy. p. 159	Identifies areas designated as private, and behaves appropriately. p. 221	Behaves Appropriately in situations requiring privacy. p. 282
3. Emotional Self:					
Responds to emotions, e.g. happiness, anger. p. 2	Interprets some facial/body language. p. 44	Identifies specific emotions in self and others, from facial expressions, posture, verbalizations. p. 97	Identifies specific emotions in self and others from facial expressions, posture, verbalizations. p. 159	Identifies specific emotions in self and others from facial expressions, posture, verbalizations. p. 222	Identifies specific emotions in self and others from a variety of stimuli. p. 282
Relaxes large muscles in response to internal stimuli, e.g. music, rocking, direct contact. p. 2	Relaxes large muscles in response to internal stimuli, e.g. music. p. 44	Tightens and relaxes specific muscles when requested to do so, e.g. fist. p. 97	Tightens and relaxes specific muscles when requested to do so, e.g. fist. p. 159	Practises relaxation techniques, with supervision. p. 222	Practises coping with stress in a number of ways. p. 283
					With supervision, practises relaxation techniques. p. 283
			Identifies some manifestations of emotional reactions, e.g. anger - tight muscles. p. 160	Recognizes signs of stress in self and others. p. 222	Predicts emotional reactions of self and others in a given situation. p. 283

I. UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS
A. Knowledge of Self

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
3. Emotional Self:					
	With assistance, indicates reasons for present emotion. p. 44	Identifies specific situations or things that make him happy, sad, angry. p. 98	Identifies specific situations or things which make people happy, sad, or angry. p. 160	Indicates specific situations which elicit happiness, sadness, anger, etc. p. 222	Indicates specific situations which elicit happiness, sadness, etc. p. 282
			Distinguishes between some aggressive and non-aggressive behavior, e.g. hitting/touching, asking/demanding. p. 160	With assistance, expresses and controls emotions in a variety of settings. p. 223	Expresses and controls emotions in variety of settings. p. 283
B. Social Relationships					
1. Needs and Motivations:					
Makes needs known. p. 3	Expresses certain needs in daily situations. p. 45	Expresses needs in daily situations. p. 98	Identifies appropriate action required for specific need. p. 161	With assistance, distinguishes between some needs and wants. p. 224	With assistance, distinguishes between needs and wants. p. 284
Identifies familiar person to whom needs can be expressed. p. 3	Identifies familiar person to whom some needs can be expressed, e.g. parents, babysitter, teacher. p. 45	Identifies appropriate person to whom needs can be expressed, e.g. parents, babysitter, teacher. p. 99	Identifies appropriate person to whom needs can be expressed, e.g. school personnel. p. 161	Initiates action of others when required, e.g. gets help in threatening situations. p. 224	Initiates action of others when required, e.g. gets help in threatening situations. p. 284
With assistance, satisfies some of own needs, e.g. hunger, thirst. p. 3	With assistance, satisfies some of own needs, e.g. hunger, thirst. p. 45	With assistance, satisfies own needs. p. 99	Satisfies own needs in an appropriate manner. p. 161	Acts in situations requiring own intervention. p. 224	Acts in situations requiring own itnervention. p. 284
2. Factors Affecting Relationships:					
Recognizes some familiar people, e.g. parents, aunts, uncles. p. 3	With assistance, recognizes some familiar and unfamiliar people with respect to age, in terms of baby, mom, dad. p. 45	Categorizes familiar and unfamiliar people with respect to age, e.g. baby brother and unknown baby. p. 99	Responds appropriately to familiar and unfamiliar people with respect to age. p. 162	Responds appropriately to familiar and unfamiliar people with respect to age. p. 225	Responds appropriately to familiar and unfamiliar people with respect to age. p. 285

I. UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS
B. Social Relationships

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
2. Factors Affecting Relationships:					
	With assistance, recognizes role of some familiar and unfamiliar people, e.g. parents, teachers, policeman. p. 45	Recognizes roles of familiar people, e.g. parents, teachers, policeman. p. 100	Responds appropriately to familiar and unfamiliar people with respect to their roles. p. 162	Responds appropriately to familiar and unfamiliar people with respect to their roles. p. 225	Responds appropriately to familiar and unfamiliar people, with respect to their roles. p. 285
With assistance, recognizes some familiar storybook or television characters, e.g. Donald Duck. p. 3	With assistance, identifies some familiar storybook or television characters. p. 46	Identifies characters in a story. p. 101	Names/describes the character or situation presented in picture or story. p. 163	With assistance, identifies real and imaginary characters and situations. p. 225	With assistance, distinguishes between fantasy and reality. p. 286
3. Handling Social Interactions:					
a. Expressive Communication Skills:					
Communicates, using facial expressions and a limited form of verbal expression. p. 4	With assistance, communicates in a number of ways. p. 46	Communicates in a number of ways, e.g. gestures, speaking, writing, facial expressions. p. 101	Communicates in a number of ways, e.g. gestures, speaking, writing, facial expressions. p. 163	Communicates in a number of ways, e.g. gestures, speaking, writing, facial expressions. p. 226	Communicates in a number of ways, e.g. gestures, speaking, writing, facial expressions. p. 286
	With assistance, communicates with others, using socially acceptable behaviors, e.g. no interruptions. p. 46	Communicates using socially acceptable behavior, e.g. maintaining eye contact, getting attention before speaking. p. 101	Communicates with others using socially acceptable behavior, e.g. maintaining eye contact, getting attention before speaking. p. 164	Communicates with others using socially acceptable behaviors. p. 227	Communicates with others using socially acceptable behavior. p. 286
	Asks questions. p. 47	Asks questions to get information, e.g. who, why, what. p. 102	Uses appropriate techniques to obtain information. p. 164	Uses appropriate techniques to obtain information. p. 227	Uses appropriate techniques to obtain information. p. 286

I. UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS
B. Social Relationships

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
a. Expressive Communication Skills:					
Communicates feelings in a variety of ways, e.g. laughs, cries. p. 4	Communicates feelings in a variety of ways, e.g. laughs, cries, speaks. p. 47	Communicates feelings in a variety of ways, e.g. laughs, cries, rejects, accepts. p. 102	Modifies own behavior at appropriate times or when directed, e.g. stops crying, settles down to required activity. p. 164	Modifies behavior at appropriate times or when directed, e.g. stops crying, settles down. p. 227	Modifies behavior at the appropriate times or when directed, e.g. stops crying, settles down. p. 287
b. Receptive Communication Skills:					
Responds to both verbal and non-verbal communication, e.g. laughs when tickled, stops when directed. p. 4	Responds to communication, both verbal and non-verbal, e.g. laughs when something is funny. p. 48	Responds to both verbal and non-verbal communication. p. 102	Responds appropriately to obvious mood changes in others. p. 164	Recognizes less obvious moods in others. p. 227	Recognizes less obvious mood changes in others. p. 287
		With assistance, repeats short message. p. 103	Repeats short messages. p. 164	Repeats short messages. p. 227	Repeats short messages. p. 287
c. Problem Solving and Decision Making:					
Accepts choices made for him, e.g. putting limits on actions, choices regarding personal safety. p. 5	Responds appropriately to choices made for him. p. 48	Responds appropriately to choices made for him. p. 103	Makes personal choices at appropriate times, e.g. free time activities. p. 164		
		Chooses between two activities. p. 103	Contributes to classroom decision making. p. 165	Contributes to, and sometimes initiates, classroom decision-making. p. 228	Initiates and contributes to classroom decision-making. p. 287

I. UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS
B. Social Relationships

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
c. Problem Solving and Decision Making:					
Seeks help when frustrated. p. 5	Resolves some minor conflicts, e.g. sharing toys, but appeals for help when necessary. p. 48	Resolves some minor conflicts, but appeals for help when necessary. p. 103	With guidance, indicates the general nature of a problem in a conflict situation. p. 165	With encouragement, independently resolves most conflicts with peers, using socially appropriate methods. p. 228	With encouragement, independently resolves most conflicts with peers, using socially appropriate methods. p. 288
II. TRAVEL					
A. Ways to Travel:					
Identifies the family vehicle. p. 6	Identifies some vehicles p. 49	Identifies some ways to travel. p. 104	Identifies ways to travel. p. 166	Differentiates between self-propelled and vehicular travel. p. 229	Chooses correct mode of transportation for own destination. p. 289
Demonstrates initial understanding of travelling. p. 6	Demonstrates initial understanding of travelling. p. 49	Demonstrates knowledge of paying for some forms of travel. p. 104	Demonstrates knowledge of paying for some forms of travel. p. 166	Identifies forms of travel requiring fare. p. 229	Identifies forms of travel: private, public and commercial. p. 289
Follows established routine for riding in vehicle. p. 6	Identifies driver of the family vehicle, e.g. Mom Dad. p. 49	Identifies drivers of some vehicles. p. 104	Identifies drivers of some vehicles. p. 166	Demonstrates understanding that adults drive vehicles. p. 229	Recognizes the need for a driver's license to drive vehicles. p. 289
					Participates in driver's training (where appropriate). p. 289
B. Travel Skills:					
Responds when spoken to directly. p. 7	Responds to simple commands related to travel. p. 50	Follows simple travel commands. p. 105	Recognizes the need for assistance in travel situations. p. 167	Identifies appropriate people to ask direction from, e.g. policeman, bus driver. p. 230	Demonstrates ability to ask for and follow directions. p. 290

II. TRAVEL
B. Travel Skills

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
Identifies some toys associated with travel, e.g. truck. p. 7	Identifies objects related to travel. p. 50	Distinguishes between the colors red, green, yellow. p. 105	Reacts appropriately to the meaning of traffic colors. p. 167	Demonstrates ability to cross the street safely. p. 230	
				Recognizes some pedestrian lights. p. 230	Distinguishes between vehicular lights and pedestrian lights. p. 290
Differentiates between buses and other vehicles. p. 7	Differentiates between buses and other vehicles. p. 50	States own name and name of school. p. 105	States name and address when seeking assistance in a travel situation. p. 168	Telephones home and/or school for help when travelling. p. 231	Telephones home and/or school to ask for help while travelling. p. 290
Finds way around house and yard. p. 7	Recognizes familiar destinations, e.g. grandma's house, grocery store. p. 50	Recognizes immediate environment of home and school. p. 105	Recognizes immediate neighborhood of home and school. p. 168	Identifies major landmarks outside own neighborhood in nearest central area. p. 231	Identifies more obscure landmarks outside own neighborhood. p. 290
		Identifies own school bus. p. 106	With supervision, identifies bus signs and some bus route numbers. p. 168	Identifies correct route between home and school and other specific locations. p. 231	Travels unsupervised on buses. p. 291
		Identifies some basic pictorial signs of information, e.g. picture of woman/man on washroom doors. p. 106	Identifies some basic words of signs of information, e.g. danger. p. 168	Identifies an increasing number of basic words and signs of information. p. 232	Responds appropriately to signs of information. p. 291
Differentiates between home and other places. p. 8	Demonstrates awareness of appropriate behaviors associated with public places. p. 50	Identifies some behaviors which are appropriate in public. p. 107	Identifies behaviors which are appropriate in public, e.g. keeps acceptable distance. p. 169	Identifies inappropriate behaviors of others in public. p. 232	Differentiates between appropriate and inappropriate behavior of self and others in public. p. 291

II. TRAVEL
B. Travel Skills

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
				Gives right of way appropriately to people in public places. p. 232	Accepts and exercises own right of way in public places. p. 292
					Demonstrates ability to get on/off escalators and elevators, walk through revolving doors, etc. p. 292
		Differentiates between strangers and family and friends. p. 107	Differentiates between strangers and family and friends. p. 169	Does not accept rides from strangers. p. 232	Does not accept rides from strangers. p. 292
		With reinforcement, demonstrates appropriate behaviors in public. p. 107	Demonstrates some appropriate behaviors at home and in public. p. 169	With supervision, demonstrates appropriate behavior while travelling. p. 233	Demonstrates appropriate behavior while travelling. p. 293
	Demonstrates initial understanding that money is needed for some forms of travel. p. 50	With assistance, selects coins for fare. p. 107	Selects appropriate coins for own fare. p. 169	Demonstrates understanding of money terms associated with travel, e.g. ticket. p. 233	
				Identifies important items which can be purchased while travelling, e.g. lunch. p. 233	Demonstrates ability to deal with money-related situations while travelling. p. 293
		Demonstrates understanding of travel associated with specific time of day, e.g. time bus leaves. p. 107	Demonstrates understanding of travel events associated with specific time of day, e.g. time bus leaves. p. 169	Demonstrates understanding of early/late in relation to travel. p. 233	Recognizes the need to keep to specific time schedules for certain events. p. 294
With supervision, practises some safety rules, e.g. does not run into street. p. 8	Recognizes that motor vehicles constitute a safety hazard. p. 51	Demonstrates understanding of rules for safe crossing, e.g. look both ways. p. 107	Crosses streets in quiet neighborhood of home and school. p. 170	Travels on bus independently in specific situations, e.g. home to school. p. 234	Crosses uncontrolled intersections in heavy traffic. p. 294

II. TRAVEL
B. Travel Skills

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
			With supervision, travels in community. p. 170	Travels safely within own community, e.g. alley crossings, open fields. p. 234	Travels safely within own community, e.g. railway crossings, negotiating livestock. p. 294
	With supervision, practises some safety rules, e.g. riding in vehicle, walking. p. 51	Demonstrates understanding of rules of safe riding, walking, e.g. car, bus. p. 108	Demonstrates understanding of rules of safe riding, walking, e.g. car, bus. p. 170	Rides bicycle in own neighborhood following rules. p. 234	Rides bicycle safely in all areas. p. 294
			With supervision, crosses streets in busy areas. p. 170	With supervision, crosses streets in busy areas. p. 234	Crosses streets in busy areas. p. 294

III. HEALTH

A. Nutrition:

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
Accepts food. p. 9	Discriminates between food and non-food. p. 52	Distinguishes between food and non-food. p. 109			
Identifies some items that are edible. p. 9	Identifies most items that are edible. p. 52	With assistance, distinguishes between foods that are edible and inedible, e.g. spoiled, dirty. p. 109	Distinguishes between foods that are edible and inedible, e.g. spoiled, dirty. p. 171	Distinguishes between foods that are edible and inedible. p. 235	
Expresses need to eat by gestures, vocalization, searching for food. p. 9	Communicates the need to eat. p. 52	Communicates the need to eat. p. 109	Associates meal time with specific food items and a certain order of eating. p. 171	With supervision, selects food for appropriate times. p. 235	Selects foods and appropriate times to eat. p. 295
Identifies one or more familiar foods. p. 9	Identifies some foods by name. p. 52	Identifies some foods by name. p. 109	Identifies many foods by name. p. 171	Identifies most foods by name. p. 235	

III. HEALTH
A. Nutrition

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
		With assistance, classifies food in at least two food groups as fruit, meat, vegetables. p. 109	Classifies food in two or more groups, e.g. fruit, meat. p. 172	Classifies food in all food groups. p. 235	
		Names a few food sources. p. 109	Associates some foods with their sources. p. 172	Associates most foods with sources. p. 235	
Eats a variety of foods. p. 9	Eats a variety of foods. p. 52	With supervision, eats a variety of foods. p. 109	Eats a wide variety of foods. p. 172	With supervision, begins to choose a balanced diet. p. 235	Chooses a balanced diet. p. 295
					Demonstrates understanding that good health is related to food intake. p. 295
Accepts quantity control of food consumption. p. 9	Accepts quantity control of food consumption. p. 52	Accepts quantity control of food comsumption. p. 109	With assistance, controls quantity of food consumptions. p. 175	Controls quantity of food consumption, and recognizes reasons for doing so. p. 236	Practises quantity control. p. 295
B. Personal Care a. Knowledge of Body:					
With assistance, identifies some body parts. p. 10	With assistance, identifies some body parts. p. 53	With assistance, identifies some body parts. p. 110	Identifies body parts. p. 174		
		States the function of some body parts. p. 110	Identifies some internal organs, e.g. stomach, heart. p. 174	Identifies major external, and some internal body parts. p. 237	Demonstrates understanding of the function of some internal organs. p. 296

III. HEALTH
B. Personal Care

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
1. Knowledge of Body:					
		States own sex. p. 110	Demonstrates elementary knowledge of body changes that occur with physical growth, e.g. breast development, muscular development. p. 174	Demonstrates some knowledge of body changes in both sexes, e.g. breast development, muscular development. p. 237	Demonstrates knowledge of body changes that occur with physical maturity, e.g. voice change. p. 296
2. Care of the Body:					
Assists in washing/drying self, e.g. bath. p. 10	Washes and dries hands and face. p. 53	Washes and dries hands, face, neck, ears. p. 111	With reinforcement, demonstrates appropriate self-care, grooming, and toileting behavior. p. 175	With supervision, practises personal cleanliness and good grooming. p. 237	Practises personal care and good grooming. p. 296
	Assists in bathing/showering including hair washing. p. 53	Completes most steps in showering/bathing except water regulation. p. 111			
Co-operates while teeth are brushed. p. 10	With minimal assistance, brushes teeth. p. 53	Brushes teeth independently. p. 111	Recognizes importance of personal cleanliness as it affects others and self. p. 175	Recognizes that personal cleanliness is important to self and others. p. 237	Recognizes that personal cleanliness is important to self and others. p. 296
Imitates hair brushing. p. 10	With assistance, brushes hair. p. 53	Brushes/combs hair. p. 111			
	Blows and wipes nose. p. 53				
	Covers mouth when sneezing/coughing. p. 54				
Complies with toilet training schedule. p. 11	Indicates the need to go to the toilet. p. 54	Independently takes care of toileting needs. p. 111			

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
2. Care of the Body:					
	Adjusts clothes before and after toileting. p. 54				
	Exhibits good toilet hygiene. p. 54	Remains dry while sleeping. p. 111			
Associates rest with a specific location: crib, mattress, etc. p. 11	Associates rest with a specific location, e.g. crib, mattress. p. 54	Associates rest time with quietness. p. 112	Recognizes the need for sleep and/or rest. p. 175	Recognizes the importance of sleep and rest. p. 237	Recognizes the importance of sleep and rest. p. 297
Begins to indicate area of discomfort, e.g. wet pants. p. 11	Begins to indicate area of discomfort when feeling unwell. p. 54	Communicates discomfort with increasing specificity. p. 112	Reports accidents, pain or other symptoms of illness. p. 175	Reports pain or symptoms of illness or injury in self or others. p. 237	Reports pain or symptoms of illness or injury in self or others. p. 297
				With assistance, performs simple first aid. p. 237	With supervision, performs simple first aid. p. 297
3. Drugs and Alcohol:					
Accepts medication as administered. p. 11	Accepts medication as administered by trusted adult. p. 54	Takes medication only when administered by parent or trusted adult. p. 112	Takes medication only under supervision of parent or trusted adult. p. 175	Takes daily medication with decreasing supervision. p. 238	Takes daily medication independently (when appropriate). p. 297
			Recognizes there are times when medication must be taken. p. 175	States instances when medication may be required, e.g. aspirin for headache. p. 238	States instances when medication may be required. p. 297
				Recognizes the possible adverse effects of alcohol and tobacco. p. 238	Recognizes the possible adverse effects of alcohol, tobacco and other drugs. p. 297

III. HEALTH
C. Community Health Services

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
Accepts "health helpers", e.g. nurse, doctor. p. 12	Accepts "health helpers", e.g. nurse, doctor. p. 55	Identifies personnel in the health field, e.g. nurse, doctor. p. 113	Identifies personnel in the health field, and relates them to their functions. p. 176	Associates medical personnel with the appropriate community service institution, e.g. hospital, clinic. p. 239	Utilizes the community health service system. p. 298
IV. SAFETY A. Home and School					
Begins to demonstrate safe use of play equipment, objects and materials. p. 13	Begins to demonstrate safe use of play equipment, objects and materials. p. 56	With supervision, practises safe use of objects and materials encountered at home and at school, e.g.: - sharp objects - appliances - electrical outlets - tools - poison - gym equipment. p. 114	Practises safe use of some of the equipment and materials encountered at home and at school, e.g.: - sharp objects - appliances - electrical outlets - tools - poison - gym equipment - matches. p. 177	Practises safe use of most of the equipment and materials encountered at home and at school, e.g.: - sharp objects - appliances - electrical outlets - tools - poison - gym equipment - matches. p. 240	Demonstrates independence and responsibility in the use of equipment and materials encounterer at home and at school, e.g.: - sharp objects - appliances - electrical outlets - tools - poison - gym equipment - matches. p. 299
With assistance, puts toys away. p. 13	Puts toys away. p. 56	Keeps work/play area orderly and safe. p. 114	Keeps work/play area orderly and safe. p. 177	Keeps work/recreation area orderly and safe. p. 240	Keeps work/recreation area orderly and safe. p. 299
Begins to move safely on stairs, landing, etc. p. 13	Moves safely on stairs, landing, etc. p. 56	Moves safely on stairs, landing, etc. p. 114	Practises safety when moving on stairs, in hallways, on buses, etc. p. 177	Practises safety when moving on stairs, in hallways, on buses, etc. p. 240	Practises safety when moving on stairs, in hallways, on buses, etc. p. 299
Demonstrates care and safety in use of small objects. p. 13	Demonstrates care and safety in use of small objects. p. 56	Demonstrates care and safety in use of small objects. p. 114			

IV. SAFETY
A. Home and School

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
	With supervision, practises fire safety, e.g. drill, smoke detector response. p. 56	Follows fire drill routine. p. 114	Practises fire safety. p. 178	Practises fire safety. p. 240	Practises fire safety. p. 299
		Demonstrates ability to alert others in case of fire. p. 114	Demonstrates ability to alert others in case of fire. p. 178	Demonstrates ability to alert others in case of fire. p. 240	Demonstrates ability to alert others in case of fire. p. 299

B. Community

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
Begins to practise basic safety rules for walking and playing outdoors. p. 14	With supervision, practises safety rules for walking and playing outdoors. p. 57	Practises some safety rules when walking or riding a bike. p. 115	Practises some safety rules when walking or riding a bike. p. 179	Practises safety rules when walking or riding a bike. p. 241	Follows safety rules in the community. p. 300
		Recognizes consequences of not adhering to safety rules. p. 115	Recognizes the consequences of disregarding rules. p. 179	Demonstrates understanding of the consequences of disregarding rules. p. 241	
		Accepts direction in emergency situations. p. 115	Accepts direction in emergency situations. p. 179	Recognizes an emergency situation and demonstrates ability to seek help. p. 241	Seeks help in an emergency situation. p. 300
		Recognizes sources of help in emergency situations, such as getting lost, e.g. neighbors, police, bus driver. p. 115	Recognizes sources of help in emergency situations, e.g. neighbor, police. p. 180	Recognizes appropriate sources of help. p. 241	Demonstrates ability to use appropriate source of help. p. 300

IV. SAFETY
C. Recreation

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
Responds to supervision in recreational settings. p. 15	Begins to learn safe use of recreational equipment when using playground, etc. p. 58	Practises safety rules in the following areas and activities: gym, parks, etc. p. 116	Practises safety rules in the following areas and activities: gym, parks, etc. p. 181	Practises safety in recreational setting. p. 242	Practises safety in recreational setting. p. 301
		Identifies dangers of recreational equipment in familiar situations. p. 116	Identifies dangers of recreational equipment in most situations. p. 181	With supervision, uses recreational equipment safely. p. 242	Demonstrates a degree of independence in the safe use and handling of recreational space and equipment. p. 301
Seeks help verbally or non-verbally when hurt. p. 15	Indicates need for help when hurt. p. 58	Seeks help when injured. p. 116	Seeks help when injured. p. 181	Seeks help when injured. p. 242	Seeks help when injured. p. 301
V. WORLD OF WORK A. Career Planning and Awareness 1. Why Work:					
With assistance, approaches simple tasks. p. 16	With assistance, attempts simple tasks. p. 59	With assistance, responds appropriately to tasks assigned in the classroom. p. 117	With some assistance, responds appropriately to tasks assigned in the classroom. p. 182	Responds routinely to tasks assigned in the classroom. p. 243	Responds routinely to tasks assigned. p. 302
			With assistance, indicates types of rewards available for tasks completed. p. 182	With assistance, indicates types of available rewards for tasks completed. p. 243	Participates in, or seeks help for negotiating suitable rewards for tasks completed. p. 302
	With assistance, recognizes relationship between task performance and tangible reward. p. 59	Recognizes relationship between task performance and reward. p. 117	Recognizes relationship between task performance and receiving of reward. p. 182	Recognizes relationship between task performance and receiving of reward. p. 243	Recognizes relationship between task performance and receiving of reward. p. 302

V. WORLD OF WORK
A. Career Planning and Awareness

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
1. Why Work:					
		Performs some tasks without promise of tangible rewards. p. 117	Performs some tasks without promise of tangible rewards. p. 182	Performs some tasks to please self and/or others. p. 243	Performs some tasks to please self and/or others. p. 302
2. Job Awareness:					
	Indicates that parents work. p. 59		With assistance, indicates whether other members of the family work. p. 182	Describes jobs of family members. p. 243	Describes jobs of family members in more detail. p. 302
	Indicates presence and absence of parent(s). p. 59	With assistance, indicates that other people work. p. 117	Indicates that other people work. p. 182		
			With assistance, names some forms of work. p. 182	Provides details of some jobs. p. 243	Provides details of more jobs. p. 302
3. Job Demands:					
Complies with simple directions. p. 16	With assistance, follows two-step directions to attempt simple tasks. p. 59	With instruction, completes simple tasks. p. 118	Demonstrates ability to listen to instructions and perform more difficult tasks. p. 183	Demonstrates ability to complete a task correctly within time frame. p. 244	Demonstrates good work habits in the following areas: task completion, etc. p. 303
				Complies with increasingly complex directions. p. 244	Complies with increasingly complex directions. p. 303
				Approaches new tasks willingly. p. 244	Approaches and completes tasks willingly. p. 303

V. WORLD OF WORK
A. Career Planning and Awareness

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
3. Job Demands:					
	Helps self in some routine situations. p. 59	With prompting, offers to help in routine situations. p. 118	Offers to help in routine situations. p. 183	Performs certain tasks voluntarily. p. 244	Performs certain tasks voluntarily. p. 303
	With assistance, responds appropriately to praise. p. 59	With assistance, responds appropriately to corrections and praise. p. 118	With decreasing assistance, responds appropriately to criticism and praise. p. 183	Accepts praise and criticism appropriately. p. 244	Accepts praise and criticism appropriately. p. 303
B. Specific Work and Allied Skills					
1. Use of Tools and Equipment:					
Manipulates a variety of construction materials, e.g. paper, play dough. p. 17	With assistance, identifies common utensils and tools. p. 60	Identifies and demonstrates rudimentary use of common tools, e.g. hammer, eggbeater, scissors. p. 119	Identifies more tools and demonstrates greater proficiency in their use. p. 184	With assistance, selects, and uses appropriate tools for specific projects. p. 245	Selects and uses appropriate tools and machines for specific projects. p. 304
Plays with simple utensils. p. 17	With prompting, follows simple rules of organization, care and safety with respect to common tools and materials. p. 60	Follows simple rules of organization, care and safety with respect to common tools and materials, e.g. crayons in box, clean and return brushes. p. 119	Follows simple rules of organization, care and safety with respect to common tools and materials. p. 184	Independently follows the rules of organization, care and safety with respect to tools, materials and equipment. p. 245	Independently follows he rules of organization, care and safety with respect to more complex tools, materials and equipment. p. 304
	Works and experiments with a variety of construction materials, e.g. folds and rips paper. p. 60	With assistance, constructs simple projects. p. 119	Constructs simple projects. p. 184	With assistance, constructs more complex projects. p. 245	With decreasing assistance, constructs more complex projects. p. 304

V. WORLD OF WORK
B. Specific Work and Allied Skills

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
3. Decision Making:					
With assistance, chooses between two given alternatives. p. 17	With assistance, chooses between two given alternatives in a variety of situations. p. 61	With assistance, chooses between two or more alternatives. p. 120	Chooses independently between two or more alternatives. p. 185	With assistance, makes appropriate decisions in familiar work situations. p. 246	Makes appropriate decisions in familiar work situations. p. 305
4. Independence:					
Demonstrates ability to adjust adequately to people in the home situation, e.g. babysitters, visitors. p. 18	Demonstrates ability to adjust adequately to people in the home situation, e.g. babysitters, visitors. p. 61	Demonstrates ability to adjust adequately to people in familiar situations, e.g. school. p. 120	Demonstrates ability to adjust adequately to people and materials in familiar and unfamiliar situations, e.g. maintenance, janitorial service. p. 185	With assistance, demonstrates ability to perform satisfactorily in unfamiliar work situations. p. 246	Demonstrates ability to perform satisfactorily in unfamiliar work situations. p. 305
C. Finding a Job					
1. Awareness of Personal Abilities and Interests:					
	With assistance, identifies people in uniform, e.g. policeman, nurse. p. 62	Identifies some uniformed people, e.g. nurse, policeman. p. 121			
		With assistance, describes certain types of jobs, e.g. baker bakes bread. p. 121	Describes certain types of jobs in the immediate environment he is capable of doing. p. 186	With assistance, identifies jobs/careers which may be of special interest. p. 247	Identifies jobs/careers which may be of special interest. p. 306
		With assistance, identifies jobs in the home and school. p. 121		With assistance, identifies jobs/careers which reflect personal abilities. p. 247	Identifies and/or selects jobs/careers which reflect personal abilities. p. 306

V. WORLD OF WORK
C. Finding a Job

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
2. Awareness of Process:					
		With decreasing assistance, demonstrates self-care skills, e.g. personal hygiene, grooming. p. 121	Recognizes the importance of personal cleanliness as it affects others and self. p. 186	Demonstrates awareness that people look for jobs. p. 247	Demonstrates awareness that people look for jobs. p. 306
				Demonstrates initial awareness of some specific procedures that are followed when looking for a job. p. 247	Demonstrates awareness of specific procedures to follow in finding a job. p. 306
				With assistance, demonstrates behaviors suitable for job acquisition. p. 247	Demonstrates suitable behavior for job acquisition. p. 306
				Participates in work experience program. p. 248	Participates in work experience program. p. 307

V. WORLD OF WORK
D. Keeping a Job

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
1. Awareness of Responsibilities:					
With assistance, responds to some routines and expectations, e.g.: - distinguishes between day and night - personal hygiene - appropriate interaction - attends to task. p. 19	With assistance, responds to some routines and expectations, e.g.: - distinguishes between day and night - personal hygiene - appropriate interaction - attends to task. p. 63	With assistance, responds to classroom routines and school expectations, e.g.: - punctuality - personal hygiene - appropriate interaction - attending to task - safety awareness - appropriate discriminating skills. p. 122	Responds appropriately to classroom routines and school expectations such as regular attendance, e.g.: - punctuality - personal hygiene - appropriate interaction - attending to task - safety awareness - appropriate discriminating skills. p. 187	Responds to classroom routines and school expectations, e.g.: - punctuality - personal hygiene - appropriate interaction - attending to task - safety awareness - appropriate discriminating skills. p. 249	Demonstrates responsibility in work situations, e.g.: - punctuality - personal hygiene - appropriate interaction. - attending to task - safety awareness - appropriate discriminating skills. p. 308
E. Workers' Rights				With assistance, demonstrates some understanding of workers' rights. p. 250	Demonstrates ability to locate persons who can assist with matters such as employment benefits, etc. p. 309
VI. HOME MANAGEMENT					
A. Clothing					
Pushes arms through sleeves, pants through legs. p. 20	Pulls on simple garments, e.g. pants, T-shirt. p. 64	Independently dresses self, e.g. coat, pants, shirt. p. 123			
Removes simple clothing, e.g. socks, hat, mittens. p. 20					
Undresses self, if zippers and buttons undone. p. 20	Undresses self if buttons undone. p. 64	Independently undresses self, e.g. coat, pants. p. 123			

VI. HOME MANAGEMENT
A. Clothing

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
Zips and unzips large zipper (without working the catch). p. 20	Zips and unzips large zipper on clothing. p. 64				
Unfastens snaps. p. 20	Fastens/unfastens snaps, hooks. p. 64				
Puts on pull-on boots. p. 20	Puts on own shoes (not necessarily on correct feet). p. 64				
Takes off shoes when laces are untied and loosened. p. 21	Attempts initial steps of shoe lace tying. p. 65	Ties shoes. p. 123			
	Dresses/undresses self within a reasonable time frame. p. 65	Dresses/undresses within a reasonable time frame. p. 123			
Demonstrates awareness of some common clothing items. p. 21	Demonstrates knowledge of common clothing terms. p. 65				
	Demonstrates awareness of own clothing. p. 65				
	Indicates knowledge of locating of own clothes. p. 65	With assistance, follows some home routines regarding care of clothing. p. 123	Follows home routines regarding care of clothing, e.g. hanging up, placing in laundry. p. 188	Performs certain routines regarding care of clothing. p. 251	Assumes responsibility for certain routines regarding care of clothing. p. 310
	Indicates preferences in clothing selection. p. 65	With assistance, selects own clothing. p. 124	With supervision, selects own clothing. p. 188	Chooses own clothing for various conditions and occasions. p. 251	Chooses appropriate clothing for various conditions and occasions. p. 310
			Participates in purchase of own clothing. p. 188	Participates in purchase of own clothing. p. 251	Selects own clothing, e.g. color and design. p. 310

VI. HOME MANAGEMENT

A. Clothing

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
		With assistance, practises elementary sewing skills. p. 124	With assistance, does some simple sewing. p. 188	With assistance, does simple sewing by hand or machine. p. 251	With decreasing assistance, sews simple garment by hand and/or machine. p. 311
					With drecreasing assistance, makes minor repaired. p. 311

B. Food

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
Chews and swallows solids, e.g. bite size pieces. p. 22	Feeds self large finger foods, e.g. sandwiches, carrots, apples. p. 66				
Sucks with a straw. p. 22					
Drinks from a cup or glass using two hands, e.g. juice. p. 22	Drinks from a cup or glass using one hand, e.g. soup. p. 66				
Feeds self with a spoon (some spilling). p. 22	Associates specific foods with appropriate utensils. p. 66				
	Feeds self with a fork. p. 66	Feeds self entire meal, using utensils. p. 125			
	Spreads with a knife. p. 66				
	Demonstrates rudimentary use of a knife, e.g. cuts banana. p. 66	Cuts using fork and knife, e.g. meat. p. 125			

VI. HOME MANAGEMENT
B. Food

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
With assistance, peels fruit with hands, e.g. a banana. p. 22	Peels fruit with hands, e.g. orange. p. 67				
	With supervision, adds condiments to food, e.g. salt and pepper. p. 67	Adds condiments to food, e.g. ketchup. p. 125			
	Uses serviette, when reminded. p. 67	Uses serviette properly. p. 125			
	Pours from one container to another, e.g. juice, cereal. p. 67				
	Serves self from plate or dish. p. 67	Serves self from a variety of containers. p. 125			
		Carries a tray/plate of food. p. 125			
Consumes a meal as offered. p. 23	Eats appropriate amounts, e.g. stops when full. p. 67	Eats appropriate amounts, e.g. stops when full. p. 125			
	Requests food at meal-time, e.g. second helping. p. 67	Requests food at meal-time, e.g. second helping. p. 125			
	Eats meal within a reasonable time frame. p. 67	Eats meal within a reasonable time frame. p. 125	Demonstrates appropriate eating behabior. p. 190	Demonstrates appropriate eating behavior. p. 253	Demonstrates appropriate eating behavior. p. 313
Demonstrates age appropriate table manners. p. 23	Demonstrates age appropriate table manners. p. 68	Demonstrates appropriate table manners. p. 125	Demonstrates appropriate table manners. p. 190	Demonstrates appropriate table manners. p. 253	Demonstrates appropriate table manners. p. 313

VI. HOME MANAGEMENT
B. Food

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
Exhibits appropriate behavior while shopping. p. 23	Demonstrates appropriate behavior when shopping. p. 68	Participates in family grocery shopping routines. p. 126	Assists in family grocery shopping routines. p. 126	Performs certain grocery shopping routines, e.g. putting food away. p. 253	Demonstrates independence in grocery shopping routines. p. 312
		Classifies objects as food and non-food. p. 126	Identifies basic foods to be purchased. p. 189	Participates in making shopping list. p. 253	Demonstrates ability to make and use a simple shopping list. p. 312
		Identifies places where food can be purchased. p. 126			
	With assistance, prepares a simple snack, e.g. cheese and crackers. p. 68	Prepares simple snacks, e.g. fruit. p. 126	Plans and prepares own lunch for school, e.g. sandwich. p. 189	Plans simple meals. p. 253	Plans meals on a weekly basis. p. 312
			Prepares uncooked breakfast, e.g. cereal, toast, juice. p. 189	With supervision, prepares simple meals. p. 253	Prepares simple meals. p. 313
				Identifies foods which spoil without refrigeration/freezing. p. 254	Interprets information on dated perishables, e.g. milk. p. 312
				Interprets some information in simple recipes, e.g. canned soup. p. 254	Interprets information to use simple recipes. p. 312
		Uses some common utensils and tools, e.g. mixing spoon. p. 126	Uses some common utensils and tools. p. 190	Uses common utensils in food preparation, e.g. can opener, measuring cup. p. 254	Selects and uses common utensils in food preparation, e.g. measuring cup. p. 312

VI. HOME MANAGEMENT
B. Food

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
		Assists with chores related to food production, e.g. waters garden, feeds chickens. p. 127	Participates in chores related to food production. p. 190	Performs certain chores relates to food production. p. 254	Assumes responsibility for certain daily routines related to food production. p. 313
		Assists in food preparation serving and clean-up routines. p. 127	Participates in food preparation, serving and clean-up routines. p. 190	Performs serving and clean-up routines. p. 254	Perfroms serving and clean-up routines. p. 313
C. Maintaining the Home					
Recognizes where toys and most familiar belongings are kept. p. 24	Identifies own belongings and their placement. p. 69	With supervision, performs simple tasks, e.g. putting toys away. p. 128	With prompting, identifies jobs to be done, e.g. snow shovelling after snow fall. p. 191	Identifies and performs jobs to be done, e.g. sees snow, gets shovel and shovels. p. 255	Identifies and performs jobs to be done, e.g. sees snow and cleans sidewalk. p. 314
Recognizes familiar housekeeping routines. p. 24	Recognizes, and co-operates with, familiar housekeeping routines, e.g. puts toys away. p. 69	With supervision, performs simple tasks, e.g. putting toys away. p. 128		With supervision, cares for own living space. p. 255	Cares for own living space independently. p. 314
			Recognizes need for obvious repairs. p. 191	Recognizes need for less obvious repairs. p. 255	
				Identifies safe and unsafe procedures in home management. p. 255	Demonstrates knowledge of simple safety procedures. P. 314
				Recognizes appropriate time to call repairman. p. 255	Makes simple repairs. p. 314

VI. HOME MANAGEMENT
D. Living Options

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
	Identifies some household furniture, e.g. tabke, chair. p. 70	Identifies most household furniture. p. 129	Describes main characteristics of household furnishings, e.g. color, size. p. 192	Selects some of own furnishings for own living space. p. 256	Relates considerations in selecting furnishings, e.g. price, need, quality. p. 315
		Associates furniture with correct room, e.g. table - kitchen. p. 129	Associates furniture/furnishings with correct function. p. 192		
		Identifies some different homes people live in, e.g. house, apartment. p. 129	Identifies some different homes people live in, e.g. house, apartment. p. 192	Demonstrates awareness that a person's living space may change, e.g. when children move out on their own. p. 256	Explores personal choices in living spaces. p. 315
E. Child Care					
		Assists in care of younger children. p. 130	Assits in care of younger children. p. 193	With supervision, assumes responsibilities for younger children. p. 257	Assumes simple responsibilities for younger children. p. 316
VII. MONEY MANAGEMENT A. Earning Money					
Picks out money from non-money, e.g. coins and washers. p. 25	Sorts coins by color and size, e.g. pennies and dimes. p. 71	Identifies and labels two coins. p. 131	Identifies and labels all coins. p. 194	Demonstrates knowledge of value of all coins. p. 258	Demonstrates some understanding of the value of money. p. 317
		Identifies paper currency as money. p. 131	Identifies two bills. p. 194	Identifies three bills. p. 258	
				With assistance recognizes coins and bills in combination. p. 258	Recognizes coins and bills in combination. p. 317

VII. MONEY MANAGEMENT

A. Earning Money

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
				Demonstrates knowledge of concepts associated with money. p. 258	Uses words associates with money appropriately. p. 317
	Rote counts to five. p. 71	Rote counts to twelve. p. 131	Relates number concepts to coins up to ten. p. 194	Relates number concepts to coins up to fifteen. p. 258	Relates number concepts to coins up to twenty-five. p. 317
			Identifies dollars and cents when written. p. 194	With assistance, reads and writes money symbols $ and ¢. p. 258	Reads and writes money symbols. . p. 317
		Recognizes that people earn money. p. 131	Names five jobs for which people are paid. p. 194	Demonstrates knowledge of ways to earn own money. p. 258	
		Associates performance with reward. p. 131	Performs simple task for small amount of money. p. 194	Performs small jobs to earn money. p. 258	Performs certain tasks to earn money. p. 317
B. Spending Money					
	With assistance, demonstrates appropriate in-store behavior. p. 71	With decreasing assistance, demonstrates appropriate in-store behavior. p. 132			
	Demonstrates knowledge that money is needed in some situations. p. 71	Recognizes that money is needed to obtain articles from a store. p. 132	With supervision, spends small amounts of money. p. 195	Purchases specified items independently. p. 259	Demonstrates knowledge of correct amount of money for items. p. 318
	Demonstrates knowledge of concept "store". p. 71	Identifies three different kinds of stores. p. 132	Associates appropriate stores with their merchandise. p. 195	Recognizes the correct store for certain purchases in own neighborhood. p. 259	Compares prices between two similar items. p. 318

VII. MONEY MANAGEMENT

B. Spending Money

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
				Participates in the selection and purchase of certain personal items. p. 259	Exercises greater independence in selecting and purchasing personal needs. p. 318
			With assistance, budgets allowance. p. 195	Budgets allowance. p. 259	With assistance, prepares monthly budget. p. 318
C. Saving and Borrowing					
		Recognizes that money is kept in a specific place, e.g. wallet, piggy bank. p. 133	Keeps money in a safe place for a specified period of time. p. 196	With supervision, manages a bank account. p. 260	With decreasing supervision, manages a bank account. p. 319
	Saves coins in piggy bank. p. 71	Associates time lapse with obtaining or using reward, e.g. allowance on Saturday. p. 133	Saves money for special purchase. p. 196	Saves money for special purchase. p. 260	Saves money for special purchase. p. 319
				Demonstrates ability to use words associated with money. p. 260	Demonstrates understanding of terms related to borrowing. p. 319
					Demonstrates responsible attitude with respect to borrowed money. p. 319
					Recognizes credit card and its use. p. 319

VIII. MOTOR DEVELOPMENT AND PHYSICAL ACTIVITIES
A. Fundamentals of Movement

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
Demonstrates full acquisition of head control, etc. p. 26-28					
Demonstrates rudimentary acquisition of skills related to running, etc. p. 28-30	Demonstrates rudimentary level of acquisition of basic motor skills in locomotor skills, etc. p. 72-77	Demonstrates ability to perform simple combinations of basic motor skills. p. 134-136	Demonstrates ability to perform more complex combinations of motor skills. p. 197		
		Demonstrates ability to generalize performance of object control skills in a variety of dimensions. p. 134-136	Demonstrates the ability to generalize performance of object control skills in a variety of dimensions. p. 197	Demonstrates ability to apply generalized object control skills to simple game situations. p. 261	Demonstrates ability to generalized object control skills to simple game situations. p. 320
		With guidance, demonstrates proficiency and initiates the performance of locomotor skills, etc. p. 136	Demonstrates proficiency and initiates the performance of most basic motor skills in areas under Level 2. p. 198	Demonstrates proficiency and initiates the performance of most Level 3 skills. p. 261	
		Demonstrates acquisition of additional motor skills. p. 136	Demonstrates acquisition of additional motor skills. p. 198		
			With some guidance, demonstrates proficiency and initiates Level 3 motor skills. p. 198	With some guidance, demonstrates proficiency and initiates the performance of most Level 4 skills. p. 261	With some guidance, demonstrates proficiency and initiates the performance of most Level 5 skills. p. 320

VIII. MOTOR DEVELOPMENT AND PHYSICAL ACTIVITIES

B. Games and Activities

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
	Participates in activities appropriate to the acquisition of the skills listed in the Fundamentals of Movement. p. 78	Participates in activities appropriate to the acquisition of the skills listed in Fundamentals of Movement. p. 139	Participates in activities appropriate to the acquisition of the skills listed in Fundamentals of Movement. p. 199	Participates in dual games partner activities, using previously acquired skills. p. 262	Demonstrates some proficiency in dual activities and participates in partner games. p. 321
	Participates in an appropriate acquatics program. p. 78	Participates in an appropriate aquatics program. p. 139	Participates in an appropriate aquatics program. p. 199	Participates in an appropriate aquatics program. p. 262	Participates in an appropriate aquatics program. p. 321
			Participates in elementary water games, movement relays, etc. p. 199	Participates in aquatic games. p. 262	
	Participates in group activities. p. 78	Participates in low organized games to facilitate the learning of the skills listed in Fundamentals of Movement. p. 139	Participates in simple games, e.g. dodge ball, parachute related games. p. 199	Participates in some team games and activities. p. 262	Demonstrates proficiency in Level 5 team games and activities. p. 321
	Participates in elementary rhythmic games and activities. p. 78	Participates in motor activities utilizing specific special rhythmic patterns, e.g. marching. p. 139	Participates in motor activities utilizing rhythmic patterns. p. 199	Participates in basic dances, e.g. simple polka, square dances. p. 262	Demonstrates proficiency in basic dances, e.g. polka, disco. p. 321
				Participates in basic gymnastics program. P. 262	Demonstrates proficiency in the basic gymnastics activities of Level 5. p. 321
Uses some community outdoor playground equipment, e.g. swing, slide, bars. p. 30	Uses outdoor community playground equipment. p. 78	Demonstrates ability to use most outdoor playground equipment found in community facilities. p. 139			

VIII. MOTOR DEVELOPMENT AND PHYSICAL ACTIVITIES
B. Games and Activities

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
	Participates in local community programs where available, e.g. swim and gym. p. 79	Participates in such recreational activities as tobogganing, etc. p. 139	Participates in recreational activities, e.g. skating, bowling, cross-country skiing. p. 199	Participates in life time sports activities, e.g. skiing, soccer. p. 262	Participates in life time sports activites. p. 321
		Practises bicycle riding, using training wheels. p. 139		Demonstrates proficiency in recreational activities, e.g. bowling. p. 263	Participates in recreational activities, e.g. camping. p. 322
				Demonstrates proficiency in Level 4 track and field activities. p. 263	Demonstrates proficiency in track and field activities. p. 322
				Participates in certain additional events, e.g. high jump. p. 263	
					Demonstrates ability to organize group into two teams. p. 322
				Performs some of the following exercises: chin-ups, etc. p. 263	Performs the following exercises: stretching, etc. p. 322
					Demonstrates knowledge of matters related to fitness. p. 322
		Participates regularly in fitness program. p. 140	Participates regularly in fitness program. p. 199	Participates regularly in fitness program. p. 263	Participates regularly in fitness program. p. 323

VIII. MOTOR DEVELOPMENT AND PHYSICAL ACTIVITIES
C. Social Skills Related to Games and Activities

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
Demonstrates some ability to attend to task being presented. p. 31	Attends to task being presented. p. 80	Attends to task being presented. p. 140	Attends to the task being presented. p. 200	Attends to the task being presented. p. 264	Attends to the task being presented. p. 324
Responds appropriately to the instructor. p. 31	Responds appropriately to the instructor. p. 80	Responds appropriately to the instructor. p. 140	Responds appropriately to the instructor. p. 200	Responds appropriately to the instructor. p. 264	Responds appropriately to the instructor. p. 324
	With prompting, functions in a group setting. p. 80	Demonstrates ability to follow instructions in a group setting. p. 140	Demonstrates ability to follow instructions in a group setting. p. 200	Demonstrates ability to follow instructions in a group setting. p. 264	Demonstrates ability to follow instructions in a group setting. p. 324
Imitates appropriate social behavior or courtesies, e.g. please, thank you. p. 31	Uses some appropriate courtesies, e.g. please, thank you. p. 80	Uses some appropriate courtesies. p. 140	Uses appropriate courtesies. p. 200	Practises appropriate courtesies. p. 264	Practises appropriate courtesies. p. 324
		Participates in co-operative play. p. 140	Generalizes the above skills to settings and individuals outside the school. p. 200	Demonstrates basic sportsmanship in games and activities. p. 264	Demonstrates basic sportsmanship in games and activities. p. 324
				Follows specific game rules and demonstrates fair play. p. 264	Follows specific game rules and demonstrates fair play. p. 324
			Utilizes social skills and practises safety rules involved in co-operative play and other games. p. 200	Utilizes social skills and practises safety rules in new situations. p. 264	Utilizes social skills and practises safety rules in new situations. p. 324

IX. FINE ARTS AND INDIVIDUAL EXPRESSION

A. Crafts, Hobbies and Activities

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
Scribbles. p. 32	Holds pencil and scribbles. p. 81	Holds pencil correctly. p. 142			
		Makes circular scribbling movements. p. 142			
		Begins to make counter clockwise movements. p. 142			
	Makes creative patterns. p. 81	Begins to make counter clockwise movements. p. 142			
	Explores use of different media. p. 81	Makes creative patterns. p. 142	Demonstrates initial proficiency in making creative patterns. p. 201	Demonstrates increased proficiency in making creative patterns. p. 265	Demonstrates increased proficiency in making creative patterns. p. 325
		Uses both hands to knead, pound, beat clay. p. 142	Uses both hands to form shapes, e.g. ball. p. 201		
			Demonstrates beginning interest in other formation. p. 201	With assistance, creates shapes or objects using materials such as clay, etc. p. 265	With some assistance, creates shapes or objects, using materials such as clay, etc. p. 325
	Demonstrates initial use of scissors. p. 81	Demonstrates use of scissors. p. 142	Demonstrates use of scissors with a variety of materials. p. 201	Cuts and follows line on paper, cloth or other materials. p. 265	Demonstrates competence in using scissors or other tool to create designs or cut out patterns. p. 325
Participates in a sensory awareness program. p. 32	Participates in a sensory awareness program. p. 81				

IX. FINE ARTS AND INDIVIDUAL EXPRESSION
A. Crafts, Hobbies and Activities

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
Plays with blocks and simple toys. p. 32	Plays with blocks and other simple toy building sets. p. 81				
Demonstrates a preference according to color. p. 32	Identifies two primary colors. p. 82				
Stacks simple toys, e.g. cylinder and rings. p. 32	Identifies the top of objects. p. 82				
	Makes circles and lines. p. 82				
	Participates in the making of simple craft projects. p. 82				
	Makes flat hand motions in finger paint activity. p. 81	Begins to use finger tips in finger paint activity. p. 142		Demonstrates beginning of pattern and form in creating a painting. p. 265	Demonstrates more detail and form in painting. p. 325
		Begins to make articles from toy building sets. p. 143	Makes recognizable articles from simple toy building sets. p. 201	Demonstrates form and pattern in creasing objects. p. 266	Demonstrates greater ability in assembling and creating forms and models. p. 326
		Identifies primary objects. p. 143	Distinguishes between, and names, common colors. p. 202	Identifies and names color differences. p. 266	Chooses and names colors of various items. p. 326
		Identifies top and bottom of objects. p. 143	Identifies top, bottom and sides of objects. p. 202		

IX. FINE ARTS AND INDIVIDUAL EXPRESSION

A. Crafts, Hobbies and Activities

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
		With assistance, uses lines, squares and circular shapes for people and objects. P. 143	Uses lines, squares and circular shapes for people and objects. p. 202	Adds more detail to drawings. p. 266	Demonstrates greater detail in drawings. p. 326
		Participates in the making of simple craft projects. p. 144	With assistance, completes own craft project. p. 203	Completes own craft project. p. 266	
		With assistance, pursues a hobby. p. 144	Pursues a simple hobby. p. 203	With assistance, collects materials required for own hobby. p. 266	
		Participates in directed recreational activities. p. 144	Participates in directed recreational activities. p. 203	Selects and participates in recreational activities. p. 266	

B. Music

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
Responds to music, e.g. smile, vocalization. p. 33	Listens to music for enjoyment. p. 83	Listens to music for enjoyment. p. 145	Listens to music for enjoyment for increasing periods of time. p. 204	Listens to music for enjoyment for increasing period of time. p. 267	Practises good listening habits when enjoying music. p. 327
		With assistance operates music producing equipment, e.g. record player. p. 145	Operates music producing equipment, e.g. cassette recorder. p. 204	Operates music producing equipment, e.g. jukebox. p. 267	Listens to music as a leisure-time activity. p. 327
With assistance, participates in some simple musical games. p. 33	With assistance, participates in musical games. p. 83	Participates in musical games. p. 145	Participates in musical games, songs, and/or moves to music. p. 204	On own initiation, participates in dance or other musical games. p. 267	Plans and initiates participation in group at local dance or other community functions. p. 327
With assistance, claps hands, imitating adult. p. 33	With assistance, imitates simple rhythmic hand movements. p. 83	Imitates simple rhythmic hand movements. p. 145			

IX. FINE ARTS AND INDIVIDUAL EXPRESSION
B. Music

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
With assistance, begins to use some rhythm instruments. p. 33	With assistance, uses some rhythm instruments. p. 83	Uses rhythm instruments. p. 145	Plays rhythm instrument in simple pattern. p. 204	Plays rhythm instrument in varied patterns. p. 267	
			Explores use of other musical instruments. p. 204	Continues to explore a variety of instruments. p. 267	Continues to explore a variety of instruments. p. 327
With assistance, stamps feet while sitting. p. 33	With assistance, mitates simple rhythmic foot movements. p. 83	Imitates simple rhythmic foot movements. p. 145	Performs simple dance steps, e.g. squares. p. 204	Performs contemporary dance movements and form. p. 267	
With assistance, moves in time to repetitious beat. p. 33	With assistance, moves in time to repetitious beat. p. 83	Moves in time repetitious beat. p. 145	Improvises body movements to follow tempo/rhythm in a variety of musical selections. p. 204	Participates in social dance with partner. p. 267	Participates in a special dance (with a partner). p. 327
		Participates in creative movement activities. p. 145	Performs creative movement activities. p. 204		
With assistance, participates in some group songs and action songs. p. 33	With assistance, participates in group songs and action songs. p. 83	Participates in group songs and action songs. p. 145	Hums or sings some familiar songs. p. 205	Sings songs. p. 267	Sings parts of contemporary songs from memory. p. 327
			Imitates high and low tones when heard. p. 205	Sings, following conductor's direction. p. 267	Carries melody to simple harmony. p. 327
				Selects appropriate programs, e.g. television. p. 267	Selects and chooses appropriate programs, e.g. television, radio. p. 327

IX. FINE ARTS AND INDIVIDUAL EXPRESSION

C. Drama

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
With assistance, attempts to imitate simple actions. p. 34	With assistance, participates in activities that imitate actions of certain animals, e.g. dog, lion. p. 84	Participates in activities that imitate actions of certain animals, e.g. dog, lion. p. 146	With some independence, acts out a suggested set of actions. p. 206	With assistance, portrays a character from a simple story or play. p. 268	With increasing ability, portrays a character from a simple story or play, memorizing voice inflection, acting the part. p. 328
With assistance, attempts to imitate simple sounds. p. 34	With assistance, imitates simple words or sounds associated with animals and people. p. 84	Imitates simple words or sounds associated with animals and people. p. 146	With assistance, repeats a verse or part of a story. p. 206	Repeats a verse or part of a story. p. 268	
	Begins to demonstrate feelings such as happy and sad. p. 84	Demonstrates feelings such as happy and sad. p. 146	Demonstrates feelings such as anger. p. 206	With assistance, begins to demonstrate feelings and emotions in a play. p. 268	Demonstrates feelings and emotions in simple play. p. 328
	With assistance, participates in group activity, e.g. action song. p. 84	Participates in a group activity, e.g. action song. p. 146	With assistance, demonstrates an individual role as part of a group activity. p. 206	Begins to demonstrate an individual role as part of a group activity. p. 268	Demonstrates ability to be part of performing group. p. 328
D. Recreation					
Entertains self playing with toys for increasing periods of time. p. 35	Entertains self playing with toys for increasing period of time. p. 85	Entertains self playing with toys for increasing period of time. p. 147	Entertains self with resources at hand (common items). p. 207	Watches television with comprehension. p. 269	Watches self selected television program with comprehension. p. 329
	With assistance, plays simple card games. p. 85	With assistance, plays p. 147	Plays cards and board games. p. 207		
			Utilizes art/craft skills in leisure time. p. 207	With assistance, performs constructive tasks in leisure time. p. 269	Performs constructive tasks in leisure time. p. 329
					Pursues a hobby. p. 329

IX. FINE ARTS AND INDIVIDUAL EXPRESSION
D. Recreation

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
Follows/imitates other play activities. p. 35	Follows/imitates other play activities. p. 85	Follows/imitates other play activities. p. 147	Creates play situations which include others. p. 207	Participates in group games and activities. p. 269	Organizes group games or activities. p. 329
			With assistance, plays lawn games with modified rules. p. 207	Plays lawn games with modified rules. p. 269	Plays lawn games, following standard rules. p. 329
		With supervision, plays at community playground. p. 147	Plays at open community parks. p. 207	Participates at organized community recreation programs. p. 269	Participates in community sports program. p. 329
		With supervision, participates in community events. p. 147	With decreasing supervision, attends community events. p. 207	With minimal supervision, attends community spectator events. p. 269	Attends community spectator events on own initiative. p. 329
		With supervision, visits recreational facilities. p. 147	With supervision, uses some recreation facilities. p. 207	Uses some recreational facilities. p. 269	Uses recreation facilities. p. 329
		Attends day camp. p. 147	With supervision, attends camp, does some scouting. p. 207	Demonstrates ability to be part of camping team. p. 269	Initiates own involvement in camping, etc. p. 329

X. CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY

A. At Home

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
Identifies some areas and items in the home environment, e.g. bathroom, toys. p. 36	Identifies an increasing number of areas and items in home environment, e.g. rooms, belongings. p. 86	Identifies own belongings. p. 148	Identifies belongings of other family members. p. 208		
Differentiates between immediate family members and others. p. 36			Identifies immediate family members by role. p. 208	Identifies extended family members by name and role. p. 270	Identifies how roles and responsibilities change with age. p. 330

X. CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY

A. At Home

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
		Associates immediate family members with what constitutes own family. p. 148	Associates immediate family members with what constitutes own family. p. 208	Associates extended family members with what constitutes own family. p. 270	Associates extended family members with what constitutes own family. p. 330
	Identifies a new member of a family, e.g. baby. p. 86	Recognizes that families can change in size. p. 148	Recognizes that families can change in size. p. 209	Identifies ways in which families change. p. 270	Identifies how own family is unique. p. 330
				Participates in the decison making process for family recreational activities. p. 270	Participates in the decision making process for family recreational activities. p. 330
With assistance, practises social amenities appropriate for age, e.g. greets, comes when called. p. 36	Practises social amenities appropriate for age, e.g. greets, comes when called. p. 86	Practises courtesies. p. 148	Practises courtesies. p. 209	Practises courtesies in social situations. p. 271	Recognizes the need for courtesy. p. 330
With assistance, follows family rules applying to self. p. 36	With reinforcement, follows family rules applying to self. p. 86	Follows some family rules. p. 148	Follows most family rules. p. 209	States and obeys most family rules. p. 271	Recognizes the need for family rules. p. 330
			With reinforcement, assumes same responsibility for self and belongings. p. 209	With reinforcement, assumes responsibility for self and belongings. p. 271	Assumes responsibility for own behavior. p. 330

B. At School

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
Identifies some areas and items in daily environment. p. 37	Identifies an increasing number of areas and items in school environment. p. 87	Identifies own belongings. p. 149	Identifies belongings of other classmates. p. 210	Differentiates between belongings of self and others. p. 272	Differentiates between personal, private and public property. p. 331

X. CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY
B. At School

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
With assistance, follows rules applying to self. p. 37	With reinforcement, follows rules applying to self. p. 87	Follows some school rules. p. 149	Follows most school rules. p. 210	Identifies school rules. p. 272	Recognizes the need for school rules. p. 331
			With reinforcement, assumes some responsibility for belongings. p. 210	With reinforcement, assumes responsibility for self and belongings. p. 272	Assumes responsibility for own behavior. p. 331
Plays in small group. p. 37	Plays in small group, sharing toys. p. 87	Demonstrates respect for property of others within the class. p. 149	Demonstrates respect for property of others within the class. p. 210	Demonstrates respect for property of others within the class. p. 272	Demonstrates respect for property of others within the school. p. 331
With assistance, carries out simple class chores/errands. p. 37	With assistance, carries out simple group chores/errands. p. 87	Carries out simple class chores/errands. p. 149	Carries out simple class chores/errands. p. 210	Assumes responsibility for specific class chores/errands. p. 272	Assumes responsibility for specific class chores/errands. p. 332
C. In the Community					
Responds in a positive manner to uniformed community helpers, e.g. nurse, policeman. p. 38	Associates uniformed personnel with people who help him, e.g. nurse, policeman. p. 88	Identifies some community helpers, e.g. police. p. 150	Identifies community helpers, e.g. public health nurse. p. 211	Identifies additional community helpers. p. 273	
Responds to authority of adults. p. 38	Responds to authority of adults. p. 88	Identifies most adults with whom he deals as authority figures. p. 150	Identifies most adults with whom he deals as authority figures. p. 211	Identifies functions of community helpers. p. 273	Identifies function of community helpers. p. 333
With assistance, identifies own home. p. 38	Identifies some areas in immediate environment. p. 88	Identifies own neighborhood playground. p. 150	Identifies some community facilities, e.g. stores. p. 211	Identifies some city/town facilities. p. 273	Associates appropriate function with community facilities. p. 333

X. CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY
C. In the Community

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
	Identifies some neighborhood friends. p. 88	Demonstrates awareness that other families in own community are different from own family. p. 150	Demonstrates awareness that other families in own community are different from own family. p. 211	Identifies some cultural differences in people within own community. p. 274	Describes some cultural differences in people within own community. p. 333
					States name of country. p. 334
	Begins to behave in an appropriate manner when National Anthem is played. p. 89	Recognizes the tune of the National Anthem. p. 150	Associates certain behaviors with hearing the National Anthem. p. 212	Sings some of the words to the National Anthem. p. 274	
		Identifies a flag. p. 150	Recognizes the Canadian Flag. p. 212	Recognizes the importance of the Canadian Flag. p. 274	Recognizes the importance of the Canadian Flag. p. 334
	With assistance, follows some community rules and routines applying to self, e.g. puts garbage in garbage containers. p. 89	Follows some community rules and routines, e.g. crossing at corners. p. 150	Follows some community rules and routines, e.g. crossing at corners. p. 212	Identifies community rules and routines applying to self. p. 274	Recognizes the importance of community rules. p. 334
					With assistance, demonstrates some understanding of legal rights applying to self. p. 335

X. CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY
D. Environmental Education

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
i. Ecology:					
Recognizes familiar animals, e.g. pets. p. 39	Identifies some familiar living organisms, e.g. birds, fish. p. 90	Identifies familiar living organisms. p. 151	Groups living organisms as animals, fish, birds. p. 213	Identifies appropriate habitat for familiar living organisms. p. 275	Identifies why living organisms live in specific habitat. p. 336
Interacts with pets. p. 39	Provides some aspect of pet care, e.g. food. p. 90	Distinguishes between pets and other domestic animals. p. 151	Distinguishes between domestic and wild animals. p. 213	Identifies appropriate ways to behave with domestic animals. p. 275	Identifies appropriate ways to behave toward wild animals. p. 336
With assistance, identifies a mother animal. p. 39	Recognizes that baby animals have mothers. p. 90	Differentiates between baby and adult birds, fish, etc. p. 151	Pairs adult and baby animals of the same species. p. 214	Identifies male and female animals of the same species. p. 275	Classifies related species. p. 337
Recognizes some familiar plant forms, e.g. tree, grass, flower. p. 39	Recognizes some familiar plant forms, e.g. tree, grass, flower. p. 90	Identifies one attribute of plant materials, e.g. tall tree. p. 151	Classifies plant material on one dimension, e.g. by flowers. p. 214	Identifies two or more attributes of plant material. p. 276	Classifies plant material on two or more dimensions. p. 337
With assistance, identifies some familiar fruits. p. 39	Identifies some familiar vegetables. p. 91	Identifies familiar fruits and vegetables. p. 152	Differentiates between fruits and vegetables. p. 214	Identifies growing environment of familiar fruits and vegetables. p. 276	
	Recognizes that a plant grows. p. 91	Identifies a location where plants grow. p. 152	Identifies growing environment of familiar fruits and vegetables. p. 215	Identifies light and warmth as requirements for plant growth. p. 276	Identifies the basic requirements necessary for plant and vegetable growth. p. 337
			Identifies water as a requirement for plant growth. p. 215	Recognize that plants need soil to grow. p. 276	
Identifies water. p. 40	Identifies sources of water in a familiar setting. p. 91	Recognizes rain as being a water source. p. 152	Identifies common water forms, e.g. river, lake. p. 215	Identifies changes in water forms. p. 277	Identifies the necessity for and common use of water. p. 337

X. CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY

D. Environmental Education

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
Identifies soil. p. 40	Identifies soil. p. 91	Recognizes that plants grow in soil. p. 152	Recognizes that plants grow in soil. p. 215		
			Identifies an animal that lives in the ground. p. 215	Recognizes that some animals need the ground for homes and shelter. p. 277	Identifies different environments where certain plants and animals live. p. 338
Identifies own yard. p. 40	Identifies one natural form in own environment, e.g. hill, gravel. p. 91	Identifies some large natural landforms. p. 152	Associates certain landforms with various activities. p. 215	Identifies animals that live in mountain, plains, and near sea. p. 277	Identifies plants that grow in mountains, plains and near sea. p. 338
2. Weather:					
	Keeps simple weather chart. p. 92	Keeps weather chart. p. 153	Describes weather. p. 216	Predicts weather according to conditions. p. 277	Interprets weather information obtained from media. p. 339
		Differentiates between seasons. p. 153	Identifies some characteristics of each season. p. 216		
3. Energy:					
Demonstrates rudimentary understanding of hot and cold. p. 40	Differentiates between hot and cold. p. 92	Associates some items with producing heat. p. 153	Identifies some sources of heat. p. 216	Identifies use of sources of heat. p. 278	
Differentiates between light and dark. p. 41	Identifies a familiar light source, e.g. lamp. p. 92	Identifies sun as source of light and heat. p. 153	Identifies other sources of light and heat, e.g. candle, flashlight. p. 216		
			Identifies other sources of energy, e.g. wind, water. p. 216	Identifies other sources of energy, e.g. wind, water. p. 278	Demonstrates understanding of various sources of energy and their use. p. 339

X. CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY

D. Environmental Education

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
4. Pollution:					
	With assistance, identified litter. p. 92	Identifies litter. p. 153	Recognizes a variety of litter/containers. p. 217		
With assistance, disposes of litter. p. 41	Disposes of litter appropratelv. p. 92	Disposes of litter appropriately. p. 154	Disposes of litter appropriately. p. 217	Disposes of litter appropriately. p. 278	States reasons for not littering. p. 339
Demonstrates a variety of responses to differing levels of sound. p. 41	Identifies sources of sound. p. 92	Identifies noises he can make. p. 154	Identifies noises under his control. p. 217	Identifies appropriate noise levels for a variety of situations. p. 278	Identifies why noise control is important. p. 340
					Demonstrates some knowledge of water and air pollution. p. 340
5. Conservation:					
Reacts to meaning of "all gone".	Demonstrates intitial understanding of excess. p. 93	Identifies excess, e.g. left-over lunch. p. 154	Identifies what to do with excess. p. 217	Identifies appropriate areas for collecting natural environment speciments. p. 278	Identifies reasons to conserve natural environment. p. 340
	Turns some lights on and off. p. 93	Turns some appliances and lights on and off. p. 154	With reminder, turns appliances off. p. 217	Demonstrates awareness of various ways to conserve energy. p. 279	Identifies reasons for conserving energy. p. 340

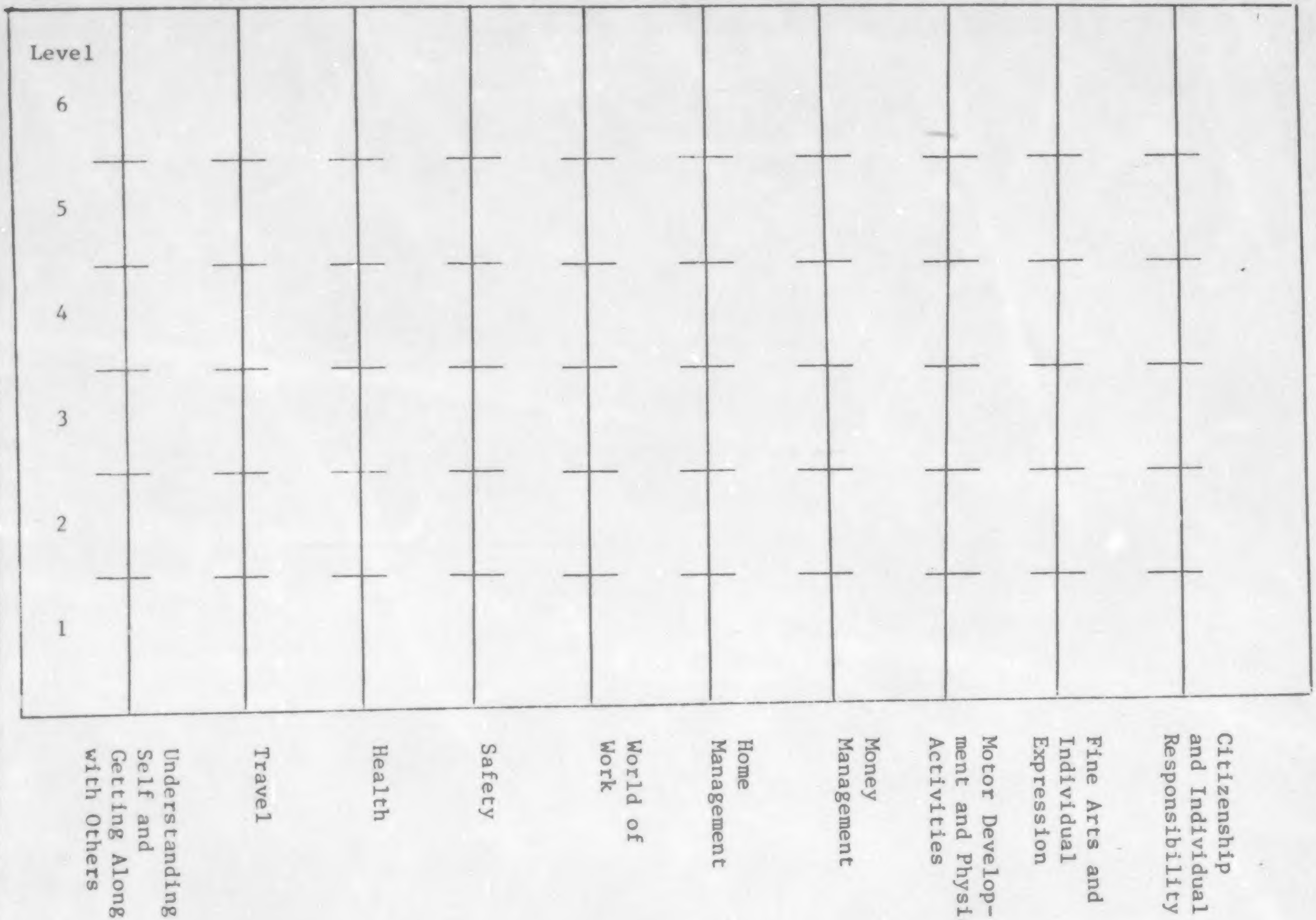
APPENDIX B

STUDENT PROFILE/CHECKLIST

Student Profile

Student Name: ______________________ Date: ____________ (Color code)

Age: ______________________ Date: ____________ (Color code)


Level
6
5
4
3
2
1
Understanding Self and Getting Along with Others
Travel
Health
Safety
World of Work
Home Management
Money Management
Motor Development and Physical Activities
Fine Arts and Individual Expression
Citizenship and Individual Responsibility

Checklist - Placement and Assessment for Levels 1 - 3

Instructions: Circle the child/student responses;

Add up the number of "Yes" responses and place on the SCORE line.

Convert the SCORE to LEVEL using the guide at the end of the test.

There are 10 components of the Checklist.

I. UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

1. Responds to name when called Yes No
2. Seeks help when frustrated Yes No
3. Demonstrates preference in choice of toy Yes No
4. Resolves some minor conflicts Yes No
5. States name and telephone number Yes No
6. Responds appropriately to choices made for him Yes No

SCORE: ______________

LEVEL: ______________

II. TRAVEL

1. Follows established routine for riding in vehicle Yes No
2. With supervision, practises some safety rules, e.g. does not run onto street Yes No
3. Identifies some vehicles Yes No
4. Recognizes that motor vehicles constitute a safety hazard Yes No
5. Identifies some ways to travel Yes No
6. Demonstrates understanding of rules of safe crossing Yes No

SCORE: ______________

LEVEL: ______________

III. HEALTH

1. Eats a variety of foods Yes No
2. Accepts health helpers, e.g. nurse Yes No
3. Discriminates between food and non-food Yes No
4. Associates rest with a specific location Yes No
5. Communicates the need to eat Yes No
6. Identifies personnel in the health field Yes No

SCORE: ______________

LEVEL: ______________

IV. SAFETY

1.	Demonstrates care and safety in the use of small objects	Yes	No
2.	Seeks help verbally or non-verbally when hurt	Yes	No
3.	Moves safely on stairs, landings, etc.	Yes	No
4.	Practises safety rules for walking and playing outdoors	Yes	No
5.	Keeps work/play area orderly and safe	Yes	No
6.	Identifies dangers of recreational equipment in familiar situations	Yes	No

SCORE: ______________

LEVEL: ______________

V. WORLD OF WORK

1.	Complies with simple directions	Yes	No
2.	Identifies significant adults	Yes	No
3.	Indicates that parents work	Yes	No
4.	Works and experiments with a variety of construction materials	Yes	No
5.	Recognizes the relationship between task performance and reward	Yes	No
6.	Identifies some uniformed people	Yes	No

SCORE: ______________

LEVEL: ______________

VI. HOME MANAGEMENT

1.	Remains dressed	Yes	No
2.	Recognizes familiar housekeeping routines, e.g. washing dishes	Yes	No
3.	Pulls on simple garments. e.g. pants, T-shirt.	Yes	No
4.	Identifies own belongings and their placement	Yes	No
5.	Demonstrates appropriate eating behavior	Yes	No
6.	Identifies places where food can be purchased	Yes	No

SCORE: ______________

LEVEL: ______________

VII. MONEY MANAGEMENT

1. Picks out money from non-money Yes No
2. Sorts coins by color and size, e.g. pennies and dimes Yes No
3. Rote counts to 5
4. Identifies and labels two coins Yes No
5. Associates time lapse with obtaining or using a reward Yes No

SCORE: ______________

LEVEL: ______________

VIII. MOTOR DEVELOPMENT AND PHYSICAL ACTIVITIES

1. Demonstrates full acquisition of walking, climbing on, jumping, grasping/dropping objects, rolling/trapping objects Yes No
2. Uses some community outdoor playground equipment Yes No
3. Demonstrates rudimentary acquisition of locomotor, specific equipment, body control, and object control skills Yes No
4. Attends to task being presented Yes No
5. Demonstrates proficiency in locomotor, specific equipment, body control, and object control skills Yes No
6. Demonstrates some ability to participate in cooperative play Yes No

SCORE: ______________

LEVEL: ______________

IX. FINE ARTS AND PERSONAL EXPRESSION

1. Scribbles Yes No
2. Follows/imitates others activities Yes No
3. Explores use of different media, e.g. plants Yes No
4. Entertains self with toys for increasing periods of time Yes No
5. Demonstrates use of scissors Yes No
6. Demonstrates feelings such as happy or sad Yes No

SCORE: ______________

LEVEL: ______________

X. CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY

1. Identifies some areas and items in the home environment Yes No
2. Reacts to meaning of "all gone" Yes No
3. Practises social amenities appropriate for age Yes No
4. Disposes of litter appropriately Yes No
5. Associates immediate family members with what constitutes own family Yes No
6. Identifies the sun as source of light and heat Yes No

SCORE: ______________

LEVEL: ______________

SCORING

	SCORE:	LEVEL:
Test 1	0 - 1	1
	2 - 3	2
	4 - 5	3
	6	Test using Test 2 for levels 4 - 6

	SCORE:	LEVEL:
Test 2	0 - 1	4
	2 - 3	5
	4 - 6	6

NOTE: For exact placement within a level please refer to the OVERVIEW SHEET which lists all objectives in the LIVING/VOCATIONAL SKILLS SECTIONS.

Test ____1 or 2____ (circle)

Components:

	I	II	III	IV	V	VI	VII	VIII	IX	X
SCORE:	___	___	___	___	___	___	___	___	___	___
LEVEL:	___	___	___	___	___	___	___	___	___	___

Checklist - Placement and Assessment - Levels 4 - 6

Instructions: Circle the student response.

Add up the number of "Yes" responses and place on the SCORE line.

Convert the SCORE to LEVEL using the guide at the end of the test.

There are 10 components of the Checklist.

I. UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

1. Recognizes frequently seen people by name Yes No
2. Makes personal choices at appropriate times, e.g. activities, free-time. Yes No
3. States and writes full name, age, telephone number and address without postal code Yes No
4. Contributes to, and sometimes initiates, classroom decision making Yes No
5. States and writes full name, age, full address, telephone number and birthdate Yes No

II. TRAVEL

1. Demonstrates knowledge of paying with some forms of travel Yes No
2. Crosses streets in quiet neighborhood of home and school Yes No
3. Demonstrates understanding that adults drive vehicles Yes No
4. Demonstrates understanding of early/late in relation to travel Yes No
5. Identifies forms of travel: private, public, commercial Yes No

III. HEALTH

1. Associates meal times with specific food items and certain order of eating Yes No
2. Recognizes that there are times when medication must be taken Yes No
3. Identifies most food by name. Yes No
4. Recognizes possible adverse effects of alcohol and tobacco on the user and others Yes No
5. Chooses a balanced diet Yes No

6. With encouragement, independently resolves most conflicts with peers, using socially appropriate methods Yes No

SCORE: ______________

LEVEL: ______________

6. Crosses uncontrolled intersections in heavy traffic Yes No

SCORE: ______________

LEVEL: ______________

6. Utilizes the community health service system, with direction and assistance when necessary Yes No

SCORE: ______________

LEVEL: ______________

IV. SAFETY

1. Practises fire safety Yes No
2. Identifies dangers of recreational equipment in most situations Yes No
3. Practises safe use of most of the equipment and materials encountered at home and school Yes No
4. Recognizes appropriate sources of help, e.g. fireman, rescue unit Yes No
5. Demonstrates independence and responsibility in the use of equipment and materials encountered in the home/school Yes No
6. Demonstrates a degree of independence in the use and handling of recreational space and equipment Yes No

SCORE: ______________

LEVEL: ______________

V. WORLD OF WORK

1. Performs some jobs without promise of tangible rewards Yes No
2. Responds appropriately to classroom routines and school expectations, e.g. punctuality, personal hygiene Yes No
3. Performs some tasks to please self and others Yes No
4. Demonstrates initial awareness of some specific procedures that are followed when looking for a job Yes No
5. Describes jobs of family in more detail Yes No
6. Demonstrates ability to locate persons who can assist in such matters as employment benefits, etc. Yes No

SCORE: ______________

LEVEL: ______________

VI. HOME MANAGEMENT

1. Follows home routines regarding care of clothing Yes No
2. Recognizes need for obvious repair of clothing Yes No
3. Chooses own clothing for various conditions and occasions Yes No
4. Identifies safe and unsafe procedures in home management Yes No
5. Assumes responsibility for home routines, e.g. vacuuming, washing clothes Yes No
6. Prepares simple meals Yes No

SCORE: ______________

LEVEL: ______________

VII. MONEY MANAGEMENT

1.	Identifies and labels all coins	Yes	No
2.	Associates appropriate stores with their merchandise	Yes	No
3.	Demonstrates knowledge of value of all coins	Yes	No
4.	Demonstrates ability to use words associated with money, e.g. bank, cashier	Yes	No
5.	Demonstrates some understanding of the value of money, e.g. five cents will not buy a car	Yes	No
6.	Recognizes credit card and its use	Yes	No

SCORE: ______________

LEVEL: ______________

VIII. MOTOR DEVELOPMENT AND PHYSICAL ACTIVITIES

1.	Demonstrates the ability to generalize performance of object control skills in a variety of dimensions, e.g. different sizes of objects	Yes	No
2.	Utilizes social skills and practises safety rules involved in co-operative play and other games	Yes	No
3.	Demonstrates ability to apply generalized object control skills to simple game situations, e.g. basketball	Yes	No
4.	Demonstrates proficiency in recreational activities such as bowling, etc.	Yes	No
5.	Demonstrates some proficiency in dual activities and participates in partner games such as table tennis, shuffleboard, modified badminton	Yes	No
6.	Demonstrates proficiency in track and field activities	Yes	No

SCORE: ______________

LEVEL: ______________

IX. FINE ARTS AND INDIVIDUAL EXPRESSION

1.	Demonstrates initial proficiency in making creative patterns, e.g. tinker toys	Yes	No
2.	Plays cards and board games	Yes	No
3.	Cuts and follows line on paper, cloth or other materials	Yes	No
4.	Watches television with comprehension	Yes	No
5.	Demonstrates more detail and form in painting	Yes	No
6.	Pursues a hobby	Yes	No

SCORE: ______________

LEVEL: ______________

X. CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY

1. Recognizes that families can change Yes No

2. Turns appliances off, with reminders Yes No

3. Associates extended family members with what constitutes own family Yes No

4. Demonstrates awareness of various ways to conserve energy Yes No

5. Identifies how own family is unique Yes No

6. Identifies reasons to conserve natural environment Yes No

SCORE: ______________

LEVEL: ______________

SCORING

	SCORE:	LEVEL:
Test 1	0 - 1	1
	2 - 3	2
	4 - 5	3
	6	Test using Test 2 for levels 4 - 6

	SCORE:	LEVEL:
Test 2	0 - 1	4
	2 - 3	5
	4 - 6	6

NOTE: For exact placement within a level please refer to the OVERVIEW SHEET which lists all objectives in the LIVING/VOCATIONAL SKILLS SECTIONS.

Test 1 or 2 (circle)

Components:

	I	II	III	IV	V	VI	VII	VIII	IX	X
SCORE:										
LEVEL:										

APPENDIX C

RESOURCES

LEVEL 1

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

Exercises for Your Baby - Wm. Collins Sons and Co. Canada Ltd.

Lullabies from 'Round the World - Tom Thumb Early Learning Library - Rhythms Productions

Portage Guide to Early Education - Cooperative Educational Service Agency

TRAVEL

Baby Learning Through Baby Play: Parent's Guide for the First Two Years - St. Martin's Press, Inc.

Exercises for Your Baby - Wm. Collins Sons and Co. Canada Ltd.

Loving and Learning: Interacting with Your Child from Birth to Three - Harcourt, Brace, Janovich, Inc.

Portage Guide to Early Education - Cooperative Educational Service Agency

Wabash Guide for Early Developmental Training - Wabash Centre for Mental Retardation

HEALTH

Feeding Your Child - Collier Macmillan Canada Ltd.

Portage Guide to Early Education - Cooperative Educational Service Agency

Toilet Training the Retarded - Edmark Associates

Training Retarded Babies and Preschoolers - Charles C. Thomas Pub.

WORLD OF WORK

Four Seasons - Instructo Corp.

HOME MANAGEMENT

Developing Everyday Skills Series - Kimbo Educational

Early Self-Help Skills - Research Press of Canada

Instructional Sequences: Eating - Seaside Educational Associates

Nice 'n Easy - Kimbo Educational

HOME MANAGEMENT (cont'd.)

Portage Guide to Early Education - Cooperative Educational Service Agency

Project More Daily Living Skills - University of Kansas

Project Vision-Up Curriculum - A Training Program for Preschool Handicapped Children - U.S. Dept. of Health, Education and Welfare

Self-Help Skills Series - Kimbo Educational

Socialization Skills Adaptive Behavior - Kimbo Educational

Step-by-Step Dressing - Edmark Associates

Steps to Independence: A Skills Training Series for Children with Special Needs - Research Press Co.

Trainable Children: Curriculum and Procedures - John Day Co.

Training for Independence - Developmental Learning Materials

Training Retarded Babies and Preschoolers - Charles C. Thomas Pub.

MOTOR DEVELOPMENT AND PHYSICAL ACTIVITIES

Exercises for Your Baby - Wm. Collins Sons and Co. Canada Ltd.

PREP: A Pre-School Play Program for Retarded Children - Government of Alberta, Social Services and Community Health

Teaching Your Down's Syndrome Infant: A Guide for Parents - University Park Press

FINE ARTS AND INDIVIDUAL EXPRESSION

Developing Everyday Skills Series - Kimbo Educational

Exercises for Your Baby - Wm. Collins Sons and Co. Canada Ltd.

Hap Palmer Records - J.M. Dent and Sons Canada Ltd.

Modern Mother Goose Rhymes and Songs - Rhythm Records

Portage Guide to Early Education - Cooperative Educational Service Agency

Tom Thumb Early Learning Library - Rhythms Productions

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY

Baby's Farm Animals - Grosset and Dunlap Inc.

LEVEL 2

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

Five Senses Poster Set - Setsco Educational Ltd.

Manikins with Vinyl Clothing - Psycan Ltd.

My Face and Body - Instructo Corp.

Peabody Early Experiences Kit - Psycan Ltd.

Peabody Language Development Kits - Psycan Ltd.

Peace, Harmony, Awareness: A Relaxation Program for Children - Learning Concepts

Relexation - A Comprehensive Manual for Adults, Children, and Children with Special Needs - Research Press Company

Sandman's Land Tape - Developmental Learning Materials

Wabash Guide for Early Developmental Training - Wabash Centre for Mental Retardation

TRAVEL

The Accident Kids - Oddo Publishing, Inc.

Early Childhood Traffic Education - Alberta Motor Association

Large Knobbed Puzzle - transportation - Preston

Lucky Bus - Oddo Publishing, Inc.

Safety on Wheels - Oddo Publishing, Inc.

HEALTH

C.A.M.S. Self-Help Program - Walker Educational Book Corporation

Feeding Your Child - Collier MacMillan Canada Ltd.

Hap Palmer Records - J.M. Dent and Sons Canada Ltd.

Instructional Sequences: Grooming and Toileting - Seaside Educational Association

HEALTH (cont'd.)

Teaching the Moderately and Severely Handicapped, Volumes I, II and III - University Park Press

Toilet Training the Retarded - Edmark Associates

Training Retarded Babies and Preschoolers - Charles C. Thomas Pub.

WORLD OF WORK

Integrated Practical Activities for Elementary Grades, 1980 - Alberta Education

When I Grow Up I Want To Be - G.L.C. Publications

World of Work - New Readers Press

HOME MANAGEMENT

Crunchy Bananas and Other Great Recipes Kids Can Cook - Peregrine Smith, Inc.

Independence Training Book 3 - Western Psychological Services

Instructional Programming for the Handicapped Student - Charles C. Thomas Pub.

Instructional Sequences: Eating/Dressing - Seaside Educational Associates

Portage Guide to Early Education - Cooperative Educational Service Agency

Project More: - University of Kansas

Project Vision-Up Curriculum - A Training Program for Handicapped Children - U.S. Dept. of Health, Education and Welfare

Step-by-Step Dressing - Edmark Associates

Steps to Independence: A Skills Training Series for Children with Special Needs - Intermediate Self-Help Skills - Research Press

Training for Independence - Developmental Learning Materials

Training Retarded Babies and Preschoolers - Charles C. Thomas Pub.

MOTOR DEVELOPMENT AND PHYSICAL ACTIVITIES

The Clumsy Child: A Program of Motor Therapy - C.V. Mosby Co.

Movement Exploration Games for the Mentally Retarded - Peek Publications

Peabody Early Experiences Kit - Psycan Ltd.

MOTOR DEVELOPMENT AND PHYSICAL ACTIVITIES (cont'd.)

PREP: A Pre-School Play Program for Retarded Children - Government of Alberta, Social Services and Community Health

Until the Whistle Blows - A Collection of Games, Dances and Activities for Four to Eight Year Olds - Goodyear Publishing Co.

FINE ARTS AND INDIVIDUAL EXPRESSION

Art is Elementary: Teaching Visual Thinking Through Art Concepts - Brigham Young University Press

Creative Art for the Developing Child (A Teacher's Handbook for Early Childhood Education) - Fearon-Pitman Publishers, Inc.

Creative Art for Learning - Council for Exceptional Children

Dubnoff School Program - Teaching Resources Pub.

D.U.S.O. - Psycan Ltd.

A Handbook of Arts and Crafts for Elementary and Junior High School - Wm. C. Brown Co. Pubs.

Hap Palmer Records - J.M. Dent and Sons Canada Ltd.

I Can Make a Rainbow - Incentive Publications

Multi-Sensory Educational Aids from Scrap - Charles C. Thomas Pub.

Music for Special Education - Silver Burdett Co.

Reaching the Special Learner Through Music - Silver Burdett Co.

Self-Help Skills Adaptive Behavior - Kimbo Educational

Stamp-a-Shape - Lauri Inc.

Teaching Crafts to the Mentally Retarded - T.S. Denison and Co. Ltd.

Trainable Children: Curriculum and Procedures - John Day Co.

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY

Action World - McDonald Educational Ltd.

Animal Babies - Random House Inc.

The Classification Game - Instructo Corp.

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY (cont'd.)

Community Careers Flannelboard Set - Instructo Corp.

Consonant Pictures for Pegboard - Ideal

Family Face Puppets - Instructo Corp.

Mothers, Babies and Their Homes - Instructo Corp.

Peabody Language Development Kit - Psycan Ltd.

Singing Games 1 and 2 - Bowmar/Noble Publishers Inc.

Starters People - McDonald Educational Ltd.

Starters Places - McDonald Educational Ltd.

LEVEL 3

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

Body Concept - Spirit Masters I and II - Developmental Learning Materials

D.U.S.O. - Psycan Ltd.

Exploring Our Emotions - Setsco Educational Ltd.

Five Senses Poster Set - Setsco Educational Ltd.

Human Development Program: Magic Circle - Human Development Training Institute

Instructional Programming for the Handicapped Student - Charles C. Thomas Pub.

Job Puzzles - Developmental Learning Materials

Kiddie QR - A Choice for Children - AR Institute

Large Body Puzzle - Developmental Learning Materials

My Face and Body - Instructo Corp.

Occupation Match-Ups - Developmental Learning Materials

Occupation Photographs - Developmental Learning Materials

Peabody Language Development Kits - Psycan Ltd.

People Puzzles - Families - Developmental Learning Materials

Portage Guide to Early Education - Cooperative Education Service Agency

Relaxation - A Comprehensive Manual for Adults, Children, and Children with Special Needs - Research Press Company

Social Learning Curriculum - Charles E. Merrill Publishing

Washington State Cooperative Curriculum, Binder 2 - University of Washington

What Would You Do? - Learning Development Aids

Workjobs - Addison-Wesley Ltd.

TRAVEL

Bees - McDonald Educational Ltd.

Directionality Form Frames: Vehicles - Ideal School Supply

Farm & Transportation Stencils - Developmental Learning Materials

TRAVEL (cont'd.)

Functional Signs/Match-ups - Developmental Learning Materials

Home Safe Home Kit - Consumer and Corporate Affiars Canada

Large Knobbed Puzzles - Preston Publishing Co., Inc.

Road Signs of the Times - Ideal School Supply Co.

Safety Signs - Trend Enterprises

Survival Signs - Ideal Publishing Corp.

Stories About Safety - Coronet Instructional Media

HEALTH

C.A.M.S. Self-Help Program - Walker Education Book Corporation

Feeling Fine Series - January Productions

Instructional Sequences: Grooming and Toileting - Seaside Educational Associates

Look 'n Do Body Parts Activities - Developmental Learning Materials

My Face and Body - Instructo Corp.

Peabody Early Experiences Kit - Psycna Ltd.

Peabody Language Development Kit: Level 1 - Psycan Ltd.

Peabody Language Experience Kit: Level P - Psycna Ltd.

Self-Concept - Body Parts Dice Game - Developmental Learning Materials

Toilet Training the Retarded - Edmark Associates

Your Mouth Speaking Kits - Walt Disney Productions

SAFETY

Hansel and Gretel - Bailey Film Assoc.

How to Have an Accident in the Home - Walt Disney Educational Media Co.

Jiminey Cricket's I'm No Fool in Water - Walt Disney Educational Media Co.

Jiminey Cricket's I'm No Fool With Electricity - Walt Disney Educational Media Co.

What-s a Block Parent? - Tinsel and Sham Productions

WORLD OF WORK

The Cooperative Sports and Games Book: Challenge Without Competition - Pantheon Books

Deal Me In! Jeffrey Norton Pubs. Inc.

Human Development Program: Magic Circle - Human Development Training Institute

Mix and Match Puzzles - Occupations - Developmental Learning Materials

Pre-Vocational Programme Packages - Vocational Research and Rehabilitation Institute

Workjobs for Parents - Addison-Wesley Ltd.

Workjobs I and II - Addison-Wesley Ltd.

HOME MANAGEMENT

Advanced Self-Help Skills - Research Press of Canada

Classroom Cookery - Creative Teaching Press Inc.

Cook and Learn - A child's Cook Book, 656 Terra California Dr. #3, Walnut Creek, Ca. 94595

Cooking Activities for the Retarded Child - Abingdon Press

Cooking in the Classroom - Fearon-Pitman Publishers, Inc.

Crunchy Bananas - Sagamour Books

D.U.S.O. - Psycan Ltd.

Education for Independence - Province of Manitoba Dept. of Education

Help Yourself to Food - Ontario Association for the Mentally Retarded

Instructional Sequences: Eating /Dressing - Seaside Educational Associates

The Kids Cookbook - Nitty Gritty Productions

Kid's Garden Book - Nitty Gritty Productions

Kids in the Kitchin - Peninsula Publishing Inc.

Peabody Language Development Kit - Psycan Ltd.

Planning Meals and Shopping - Copp Clark Publishing

Self-Care Sequential Cards - Developmental Learning Materials

Step-by-Step Dressing - Edmark Associates

Teaching Research Curriculum for the Moderately and Severely Handicapped - Charles C. Thomas Pub.

HOME MANAGEMENT (cont'd.)

Training for Independence - Total Program - Developmental Learning Materials

Turn Kids on to the Good Food - Wise Owl Publications

Young Homemaker's Cookbook - Fearon-Pitman Publishers, Inc.

MOTOR DEVELOPMENT AND PHYSICAL ACTIVITIES

Basic Motor and Ball Skills - Bowmar/Noble Publishers Inc.

A Clumsy Child: A Program of Motor Therapy - C.V. Mosby Co.

Motor Fitness Testing Manual for the Moderately Mentally Retarded - American Alliance for Health, Physical Education and Recreation

Music Activities for Retarded Children - Abingdon Press

Play Activities for the Retarded Child - Abingdon Press

PREP: A Preschool Play Program for Retarded Children - Government of Alberta, Social Services and Community Health

Special Education Teaching Games - T.L. Dennison and Co.

Special Exercises for Exceptional Children - Kimbo Educational

Until the Whistle Blows - Goodyear Publishing Co.

FINE ARTS AND INDIVIDUAL EXPRESSION

Art Box - Educational Insights

Art World's Art to Touch - Bowmar/Noble Publishing Co.

Art is Elementary: Teaching Visual Thinking Through Art Concepts - Brigham Young University Press

Creative Art for Learning - Council for Exceptional Children

Creative Art for the Developing Child (A Teacher's Handbook for Early Childhood Education) - Fearon-Pitman Publishers, Inc.

Creative Art Tasks for Children - Love Publishing Co.

Dubnoff School Program - Teaching Resources Pub.

Handbook of Arts and Crafts for Elementary and Junior High School - Wm. C. Brown Co.

Hap Palmer Records - J.M. Dent and Sons Canada Ltd.

FINE ARTS AND INDIVIDUAL EXPRESSION (cont'd.)

Learning Through Art - Ginn and Co.

Orientation Views - Developmental Learning Materials

Peabody Language Development Kit - Psycan Ltd.

Reaching the Special Learner Through Music - Silver Burdett Co.

Spatial Relations Picture Cards - Developmental Learning Materials

Troll Read-Along Program - Troll Associates

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY

The Big Golden Animal ABC - Western Publishing Co. Inc.

Birds - National Geographic Educational Services

Community Careers Flannelboard Set - Instructo Corp.

Do You Know? Animal Names - Zoo - Pets/Farm - Urban Media Materials

Farm Lotto - Edu-game

Lotto Game: Community Workers
Our Neighborhood - Edu-game

Lotto Game: My Pets Portion - Edu-game

Mix and Match Puzzles - Trend Enterprises, Inc.

Mothers, Babies and Their Homes - Instructo Corp.

Multi-Ethnic Children Puzzles - Developmental Learning Materials

Peabody Language Development Kits - Psycan Ltd.

Starters:
Trees
Flowers
Rain
Snow
Rivers
Jungle
Desert
Caves
Mountains
- McDonald and Company Pub. Ltd.

The World About Us - Edu-game

Zoo Animals - Trend Enterprises Ltd.

Zoo Lotto - Edu-game

LEVEL 4

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

Alternative Cards - Developmental Learning Materials

Body Concept - Spirit Masters I and II - Developmental Learning Materials

Body Parts Dice Game - Developmental Learning Materials

Career Identity Cards - Developmental Learning Materials

D.U.S.O. - Psycan Ltd.

Exploring Our Emotions - Setsco Educational Ltd.

Human Development Program: Magic Circle - Human Development Training Institute

I Know How You Feel - Bowmar/Noble Publishers Inc.

Job Puzzles - Developmental Learning Materials

Kiddie QR - A Choice for Children - QR Institute

My Face and Body - Instructo Corp.

Occupation Match-Ups - Developmental Learning Materials

Occupation Photographs - Developmental Learning Materials

Peabody Language Development Kit - Level 2 - Psycan Ltd.

Peace, Harmony and Awareness: A Relaxation Program for Children - Learning Concepts

People Puzzles - Families - Developmental Learning Materials

Relaxation - A Comprehensive Manual for Adults, Children and Children with Special Needs - Research Press Company

Social Learning Curriculum - Charles E. Merrill Publishing

Washington State Cooperative Curriculum, Binder 2 - University of Washington

What Would You Do? - Learning Development Aids

Workjobs - Addison-Wesley Ltd.

TRAVEL

Car Match-Ups - Developmental Learning Materials

Car Rally Game - Developmental Learning Materials

TRAVEL (cont'd.)

Consumer Sequential Cards - Developmental Learning Materials

Functional Signs/Match-Ups - Developmental Learning Materials

Integrated Practical Activities for Elementary Grades, 1980 - Alberta Education

Photo Sequential Cards - Developmental Learning Materials

Road Signs of the Times - Ideal School Supply Co.

Safety for Me, Book I and II - Stanwix House Inc.

Survival Signs - Ideal School Supply Co.

What Follows Next? - Ideal School Supply Co.

Winnie the Pooh on the Way to School - Walt Disney Educational Media Co.

HEALTH

Just Awful - Addison-Wesley Children's Books

My Face and Body - Instructo Corp.

Peabody Early Experience Kit - Psycan Ltd.

Peabody Language Development Kit, Level 4 - Psycan Ltd.

Your Mouth Speaking - Walt Disney Educational Media Co.

SAFETY

Bicycle Safety - Library Sound Services

Hansel and Gretel - Bailey Film Associates

Jiminey Cricket's I'm No Fool With Safety - Walt Disney Educational Media Co.

Jiminey Cricket's I'm No Fool in Water - Walt Disney Educational Media Co.

Teaching the Moderate and Severely Handicapped - University Park Press

Winnie the Pooh on the Way to School - Walt Disney Educational Media Co.

What's a Block Parent? - Tinsel and Sham Productions

WORLD OF WORK

Career Identity Cards - Developmental Learning Materials

Community Careers Flannelboard Set - Instructo Corp.

WORLD OF WORK (cont'd.)

Community Helpers - Instructo Corp.

Deal Me In! - Jeffrey Norton Pubs., Inc.

I.P.A. Manual, 1980 - Alberta Education

Job Puzzles - Developmental Learning Materials

Occupational Match-Ups - Developmental Learning Materials

Occupational Photographs - Developmental Learning Materials

Pre-Vocational Programme Packages - Vocational and Rehabilitation Research Institute

Real People at Work - Educational Research Council of America

Workjobs - Addison-Wesley Ltd.

HOME MANAGEMENT

ABC Cookery - Argus Communications

Classroom Cookery - Creative Teaching Press

Clothing Care Series - Interpretive Education

Cook and Learn - A Child's Cook Book, 656 Terra California Dr. #3,
Walnut Creek, Ca. 94595

Cooking Activities for the Retarded Child - Abingdon Press

Cooking in the Classroom - Fearon-Pitman Publishers, Inc.

Crunchy Bananas - Sagamour Books

D.U.S.O. - Psycan Ltd.

Education for Independence - Province of Manitoba, Dept. of Education

Food and Nutrition - Butterick Publishing

Help Yourself to Food - Ontario Association for the Mentally Retarded

Housing and Home Furnishings: Your Personal Environment - Butterick Publishing

Kids Cookbook - Nitty Gritty Productions

Kids Garden Book - Nitty Gritty Productions

Kids in the Kitchen - Peninsula Publishing Inc.

Let's Do Some Cooking - Continuing Education Publisher

HOME MANAGEMENT (cont'd.)

Mother's Helper - Hallmark Cards, Inc.

Peabody Kit - Psycan Ltd.

Planning Meals and Shopping - Copp Clark Publishing

Teaching Home Economics to Special Students - J. Weston Walch

Turn Kids on to the Good Food - Wise Owl Publications

Young Homemaker's Cookbook - Fearon-Pitman Publishers, Inc.

MONEY MANAGEMENT

Advertising Unit - Child Focus Co.

Children's Spending - Household Finance Co.

MOTOR DEVELOPMENT AND PHYSICAL ACTIVITIES

Basic Motor and Ball Skills - Bowmar/Noble Publishers, Inc.

Dance/Movement Experiences - Educational Insights Inc.

Movement Exploration and Locomotor Skills - NIMIS

Special Education Teaching Games - T.S. Dennison and Co.

Until the Whistle Blows - Goodyear Publishing Co.

FINE ARTS AND INDIVIDUAL EXPRESSION

Art Box - Educational Insights

Art is Elementary - Teaching Visual Thinking Through Art Concepts - Brigham Young University Press

Arts and Crafts for Slow Learners - Instructo Curriculum Materials

Crafts for the Very Disabled and Handicapped of All Ages - Charles C. Thomas Pub.

Creative Art for the Developing Child (A Teacher's Handbook for Early Childhood Education) - Fearon-Pitman Publishers, Inc.

Dubnoff School Program I (Level II) - Teaching Resources

A Handbook of Arts and Crafts for Elementary and Junior High School - Wm. C. Brown Co.

Hap Palmer Records - J.M. Dent and Sons Canada Ltd.

FINE ARTS AND INDIVIDUAL EXPRESSION (cont'd.)

Learning Basic Skills Through Music - Education Activities, Inc.

Reaching the Special Learner Through Music - Silver Burdett Co.

Tom Thumb Early Learning Library - Rhythms Productions

Tutorgram Teaching Systems - Enrighment Reading Corporation of America

Your Art Idea Book - Instructor Publications

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY

Animal Families - National Geographic Society

Animal Growth Sequential Cards - Developmental Learning Materials

Animal Sorting Games: Farm Animals, Forest Animals, River and Pool Animals, Sea Animals, Birds, Insects - Developmental Learning Materials

Animals Around You Series - National Geographic Society

Animals that Build Their Homes - National Geographic Society

Birds of Canada #6 - National Film Board of Canada

The Classification Game - Instructo Corp.

Concept Town - Developmental Learning Materials

Consonant Pictures for Pegboard - Ideal School Supply

Experimental Science Program - Sportshelf and Soccer Association

Family Face Puppets - Instructo Corp.

Flora and Fauna of Alberta - Karvonen Films Ltd.

Home and Family Occupations - Edu-Media

How Does It Feel When Your Parents Get Divorced? - J. Messner

The Many Faces of Children Posters - Developmental Learning Materials

Places Where Plants and Animals Live - National Geographic Society

Where Do They Belong? - Animal Classification - Instructo Corp.

Zoo Babies - National Geographic Society

LEVEL 5

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

Alternative Cards - Devleopmental Learning Materials

Career Identity Cards - Developmental Learning Materials

Exploring Our Emotions - Setsco Educational Ltd.

Human Development Program: Magic Circle/Innerchange - Human Development Training Institute

I Know How You Feel - Bowmar/Noble Publishers Inc.

Instructional Programming for the Handicapped Student - Charles C. Thomas Pub.

Job Puzzles - Developmental Learning Materials

Kiddie QR - A Choice for Children - QR Institute

Occupation Match-Ups - Developmental Learning Materials

Occupation Photographs - Developmental Learning Materials

100 Ways to Enhance Self-Concept In the Classroom - Prentice-Hall Inc.

Peabody Language Development Kit: Level 1 and 2 - Psycan Ltd.

Project Me - Let's Look For - Bowmar/Noble Publishers Inc.

Relaxation - A Comprehensive Manual for Adults, Children and Children with Special Needs - Research Press Co.

Sequencing Sizes - Ideal School Supply Co.

Social Learning Curriculum - Charles E. Merrill Publishing

Storytelling Posters - Developmental Learning Materials

Washington State Cooperative Curriculum, Binder 2 - University of Washington

TRAVEL

Bicycle Safety - Library Sound Services

Functional Signs/Match-Ups - Developmental Learning Materials

International Signs and Symbols - Developmental Learning Materials

I.P.A. Manual, 1980 - Alberta Education

TRAVEL (cont'd.)

Road Signs of the Times - Ideal School Supply Co.

Survival Signs - Ideal School Supply Company, Developmental Learning Materials

HEALTH

Love, Sex and Birth Control for the Mentally Retarded: A Guide for Parents - Planned Parenthood Association/Institute for Family Research and Education

Self-Care Sequential Cards - Developmental Learning Materials

Self-Care Series - Interpretive Education

Sex Education for the Developmentally Disabled: A Guide for Parents, Teachers and Professionals - University Park Press

Teaching the Moderately and Severely Handicapped - University Park Press

The Problem: Acne - Interpretive Education

SAFETY

Bicycle Safety - Library Sound Services

Jiminey Cricket's I'm No Fool With Safety - Walt Disney Educational Media Co.

Safety Series - Marshfilm Enterprises Inc.

WORLD OF WORK

Career Canasta - Developmental Learning Materials

Career Crosswords - Developmental Learning Materials

Career Identity Cards - Developmental Learning Materials

Career Puzzles - Ginn and Company

Deal Me In! - Jeffrey Norton Publishers Inc.

Janus Job Interview Guide - Janus Book Publishers

Mix and Match Puzzles - Occupations - Developmental Learning Materials

Occupation Match-Ups - Developmental Learning Materials

Occupation Photographs - Developmental Learning Materials

Shop Safety - Interpretive Education

Pre-Vocational Program Packages - Vocational Research and Rehabilitation Institute

Work Experience Education Handbook - Alberta Education

HOME MANAGEMENT

ABC Cookery - Argus Communications

Classroom Cookery - Creative Teaching Press

Cooking Activities for the Retarded Child - Abingdon Press

Cooking in the Classroom - Fearon-Pitman Publishers, Inc.

Crunchy Bananas - Sagamour Books

Food and Nutrition - Library Sound Services

Help Yourself to Food - Ontario Association for the Mentally Retarded

Housing and Home Furnishings: Your Personal Environment - Butterick Publishing

Independent Living Sequential Cards - Developmental Learning Materials

Inexpensive Apartment Decorating - Kahl's Inc.

Instructional Programming for the Handicapped Student - Charles C. Thomas Pub.

The Kids Cookbook - Nitty Gritty Books

Kids Garden Book - Nitty Gritty Books

Kids in the Kitchen - Peninsula Publishing, Inc.

Let's Do Some Cooking - Continuing Education Publishers

Lifestyles - Lakeshore Curriculum Materials Center

Planning Meals and Shopping - Copp Clark Publishing

Turn Kids on to the Good Food - Wise Owl Publications

What's Cooking? - Bowmar/Noble Publishing

Young Homemaker's Cookbook - Fearon-Pitman Publishers, Inc.

MONEY MANAGEMENT

Advertising Unit - Child Focus Co.

Children's Spending - Household Finance Co.

Dollars and Sense - McGraw-Hill Ryerson Ltd.

MOTOR DEVELOPMENT AND PHYSICAL ACTIVITIES

Motor Fitness Testing Manual for the Moderately Mentally Retarded - American Alliance for Health, Physical Education and Recreation

MOTOR DEVELOPMENT AND PHYSICAL ACTIVITIES (cont'd.)

A Practical Guide for Training M.R. to Swim - Canadian Red Cross Society

Special Exercises for Exceptional Children - Kimbo Educational

Water Learning: A New Adventure - Peek Publications

FINE ARTS AND INDIVIDUAL EXPRESSION

Arts and Crafts for Slow Learners - Instructor Curriculum Materials

Body Concept Spirit Masters - Developmental Learning Materials

Body Concept Template - Developmental Learning Materials

Dubnoff School Program I, Level II - Teaching Resources Pub.

A Handbook of Arts and Crafts for Elementary and Junior High Teachers - Wm. C. Brown and Co.

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY

Animal Growth Sequential Cards - Developmental Learning Materials

Animal Sorting Games - Developmental Learning Materials

Animals That Build Their Homes - National Geographic Society

Bighorn - National Film Board of Canada

Caribou of Northern Canada - National Film Board of Canada

Cattle Ranch - National Film Board of Canada

Children of Canada Series - National Film Board of Canada

Consumer Sequential Cards - Developmental Learning Materials

Experimental Science Program - Sportshelf and Soccer Association

Independent Living Sequential Cards - Developmental Learning Materials

Kanata Kits - Alberta Heritabe Learning Resources

The Life of Animals - National Geographic Society

The Musical Ride - National Film Board of Canada

Photo Sequential Cards - Developmental Learning Materials

Places Where Plants and Animals Live - National Geographic Society

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY (cont'd.)

Precision - National Film Board of Canada

The Stories of Tuktu Series - National Film Board of Canada

Treesorts - Developmental Learning Materials

Where Do They Belong? - Animal Classification - Instructo Corp.

LEVEL 6

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

Career Identity Cards - Developmental Learning Materials

Exploring Our Emotions - Setsco Educational Ltd.

Human Development Program: Magic Circle/Inner Change - Human Development Training Institute

Job Puzzles - Developmental Learning Materials

Occupation Match-Ups - Developmental Learning Materials

Occupation Photographs - Developmental Learning Materials

Relaxation - A Comprehensive Program for Adults, Children and Children with Special Needs - Research Press Company

Social Learning Curriculum - Charles E. Merrill Publishing

Storytelling Posters - Developmental Learning Materials

Washington State Cooperative Curriculum, Binder 2 - University of Washington

TRAVEL

Driver Education - NIMIS

I.P.A. Manual, 1980 - Alberta Education

International Signs - Developmental Learning Materials

HEALTH

Feeling Fine - January Productions

Love, Sex and Birth Control for the Mentally Retarded: A Guide for Parents - Planned Parenthood Association/Institute for Family Research and Education

Menu - National Film Board of Canada

Nutrition Series - Marshfilm Enterprises Inc.

Self-Care Series - Interpretive Education

HEALTH (cont'd.)

Sex Education for the Developmentally Disabled: A Guide for Parents, Teachers and Professionals - University Park Press

Teaching the Moderately and Severely Handicapped, Volume 3 - University Park Press

The Problem: Acne - Interpretive Education

SAFETY

Bicycle Safety - Library Sound Services

Safety Series - Marshfilm Enterprises Inc.

WORLD OF WORK

The Cooperative Sports and Games Book: Challenge Without Competition - Pantheon Books

Janus Job Interview Guide - Janus Book Publishers

Special Education Handbook - Alberta Education

Teaching Exceptional Children (Progress by Partners in Step) - Council for Exceptional Children

HOME MANAGEMENT

ABC Cookery - Argus Communications

Apartment Hunting - Kahl's Inc.

Buying Furniture for Your Home - Hopewell Books Inc.

Classroom Cookery - Creative Teaching Press

Cooking in the Classroom - Fearon-Pitman Publishers, Inc.

Crunchy Bananas - Sagamour Books

Finding a Place to Live - Hopewell Books Inc.

Food and Nutrition - Library Sound Services

Help Yourself to Food - Ontario Association for the Mentally Retarded

Homes and Lifestyles - The Choice is Yours - Guidance Associates

Housing and Home Furnishings: Your Personal Environment - Butterick Publishing

Independent Living Sequential Cards - Developmental Learning Materials

HOME MANAGEMENT (cont'd.)

Inexpensive Apartment Decorating - Kahl's Inc.

Kids Cookbook - Nitty Gritty Books

Kids in the Kitchen - Peninsula Publishers Inc.

Let's Do Some Cooking - Continuing Education Pub.

Lifestyles 70's - Relevant Productions, Inc.

Planning Meals and Shopping - Copp Clark Publishing

Steps to Independence: A Skills Training Series for Children with Special Needs - Research Press

Turn Kids on to the Good Food - Wise Owl Publications

Young Homemaker's Cookbook - Fearon-Pitman Publishers, Inc.

What's Cooking? - Bowmar/Noble Publishers Inc.

MONEY MANAGEMENT

Dollars and Sense - McGraw-Hill Ryerson Ltd.

Learn to Earn - Mafex Associates

Let's Go Shopping - Changing Times Education Service

The Money Series: How to Buy Food, How to Buy Clothes, Banking, How to Budget Your Money - Hopewell Books Inc.

Monopoly - Parker Brothers

Using Arithmetic in Shopping - Interpretive Education

MOTOR DEVELOPMENT AND PHYSICAL ACTIVITIES

Color Me Red - National Y.M.C.A.

Feeling Good - National Y.M.C.A.

Junior-Senior High School Physical Education Curriculum - Alberta Education

Motor Fitness Testing Manual for the Moderately Mentally Retarded - American Alliance for Health, Physical Education and Recreation

Special Exercises for Exceptional Children - Kimbo Educational

FINE ARTS AND INDIVIDUAL EXPRESSION

How 2 Gerbils, 20 Goldfish, 200 Games, 2000 Books and I Taught Them How to Read - Westminster Press

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY

Animal Families - National Geographic Society

Animals That Build Their Homes - National Geographic Society

Broad Winged Hawks of Alberta - Alberta Parks, Recreation and Wildlife

Children of Canada Series - National Film Board of Canada

Cloven Hoofed Animals of Alberta - Alberta Parks, Recreation and Wildlife

Diving Ducks of Alberta - Alberta Parks, Recreation and Wildlife

Falcons and Eagles of Alberta - Alberta Parks, Recreation and Wildlife

Fish of Alberta - Alberta Parks, Recreation and Wildlife

How Animals Get Food - National Geographic Educational Services

How Animals Hide - National Geographic Educational Services

How Animals Protect Themselves - National Geographic Educational Services

Large Carnivores of Alberta - Alberta Parks, Recreation and Wildlife

The Life of Animals - National Geographic Educational Services

Places Where Plants and Animals Live Series - National Geographic Series

Puddle Ducks of Alberta - Alberta Parks, Recreation and Wildlife

Swans, Cranes and Geese of Alberta - Alberta Parks, Recreation and Wildlife

Weasel Family of Alberta - Alberta Parks, Recreation and Wildlife

Wonders of the Desert World - National Geographic Educational Services

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INTRODUCTION

The Computation section of the curriculum guide includes four units of instruction. They are: Shapes and Positionals, Numbers, Operations and Measurement.

It is intended that this section be integrated with the Living/Vocational Skills section so that these concepts will have relevance to the student. Wherever possible concrete materials and familiar items should be used to teach the skills. Real life experiences are an important aspect of transferring mathematical skills, especially those involving money. It is recommended that these learnings be enhanced and reinforced by practice in the environment in which the student will use these skills, e.g. the community.

An overview of all objectives with a page reference to the curriculum, as well as a student profile/checklist are included to facilitate instruction in this section. (For further explanation of specialized teaching strategies see Introduction and Philosophy and General Guidelines to Instruction).

NUMBERS
Level 1

Note: Real life situations and materials should be used wherever possible throughout the computation section.

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The child:		
Distinguishes between one and more.		Blocks, stacking toys. Baby Learning Through Baby Play.

MEASUREMENT
Level 1
B. Time

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The child:		
Recognizes specific activities associated with day/night.	Sing day/night songs, e.g. "Wee Willie Winkie".	
Associates sounds with specific time devices, e.g. sounds of a watch, alarm of a timer.	Provide opportunities for child to listen to and play with a variety of time devices.	Watches, clocks, timers.
	Sing time-oriented songs with the child, e.g. "Hickory, Dickory, Dock".	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The child: Reacts appropriately when cautioned that something is hot.		

SHAPES AND POSITIONALS
Level 2

Note: Real life situations and materials should be used wherever possible throughout the computation section.

The child:

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
Distinguishes between two geometric shapes.	Play sorting games with the child, e.g. "Put all the blocks here, put all the balls there".	Soft Spongy Shapes. Form puzzle. Shapes Sorting Box. Stencils.
Matches simple shapes, e.g. form board.	Encourage child to play with a variety of puzzles.	
Differentiates between up/down, in/out, on/off, open/shut.	Play games, having the child follow simple directions for placement in space, e.g. "Let's go out".	
Builds with geometric blocks.	Use large blocks.	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The child:		
Rote counts to five.	Play counting games with child, e.g. "One, two, go to the zoo". Emphasize use of numbers in everyday situations, e.g. counting cookies on a plate.	Number-Hole Template. Numeral Puzzles. Primary Plastic Numerals. Abacus.
Selects first/last in a sequence of objects.	Emphasize first/last terms in everyday routines.	
Distinguishes between one and more.	Play games with the child repeatedly using the terms one, more, e.g. "Here's one, give me more".	Blocks, buttons, beads. 150 Plus! Games and Activities for Early Childhood. Jumbo Color Dominoes.

OPERATIONS
Level 2

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The child:		
Combines 2 sets of 1 each.	Give child one object. Give him one more. Help him count them.	

MEASUREMENT
Level 2
A. Money

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The child:		
Sorts coins by color and size.	Note: Use real money only.	Coins.
Identifies the number associated with one object.	Play games with the child, repeatedly using the term "one" e.g. "Give me one penny".	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The child:		
Recognizes specific activities associated with day/night.	Have child play in housekeeping corner. Verbally pair activities with time of day, e.g. "Put your pajamas on; it is night time".	
Identifies a time-telling device, e.g. clock, watch.	Display pictures of a variety of objects and have the child point to the picture of the clock.	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The child:		
With assistance, recites days of the week.	Use the names of the days of the week in daily conversations with child, e.g. "Today is Monday, so Dad goes back to work." Sing songs about the days of the week.	
Recognizes that he has a birthday.	Have child participate in his own birthday party plans.	
Assists in building a daily calendar.	Have children participate in this activity each day.	
Recognizes extreme differences between seasons.	Display and discuss pictures showing obvious characteristics of each of the four seasons.	Seasonal Poster Kit.

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The child:		
Discriminates between hot and cold.	Incorporate the terms cold and hot in everyday conversations with child.	
Identifies a refrigerator and a stove.	Devise numerous situations directing the child to the stove or refrigerator, e.g. "Get me the carrots from the refrigerator."	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The child:		
Explores the use of some measuring tools, e.g. measuring cup.	Provide large containers filled with different media, e.g. styrofoam, rice, wheat, sand, water, and a variety of measuring tools.	
	As part of a snack program have child assist in preparing recipes which require measuring, e.g. cookies.	Kick the Junk Food Habit with Snackers.
Differentiates between big and little.	Incorporate these terms in everyday conversations with child.	Teaching the Moderately and Severely Handicapped, Vol. I.
Differentiates between empty and full.	Introduce in play situation.	Water Learning: A New Adventure.

SHAPES AND POSITIONALS
Level 3

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
Note: Real life situations and materials should be used wherever possible throughout the computation section.		
The student:		
Identifies two common geometric shapes, e.g. circle, square.	Engage student in activities involving discussion, manipulation and reproduction of a variety of materials with distinct characteristics such as shapes, size, color, texture.	Parquetry Materials. Color and Shape Memory Game. Multi-Variant Sequencing Beads and Patterns. Form Puzzle. Size and Shape Puzzle. Colored Inch Cubes and Designs in Perspective.
Traces common geometric shapes.	Use templates.	Shape Stamps.
Copies two common geometric shapes.		Wipe-off Cards,
Groups geometric objects by one characteristic, e.g. shape.		Rubber Picture Puzzles. Feel and Match Combination Set.
Differentiates between inside/outside, top/bottom, in front of/behind.	Have the student follow simple directions for placement in space, e.g. stand in front of class: put the pencil on top.	

NUMBERS
Level 3

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Rote counts to 12.	Have the student play counting games, e.g. "One little indian", etc. Provide games and puzzles involving a clock face.	Training for Independence - Total Program. 150 Plus! Games and Activities for Early Childhood.
Matches numerals 1 - 9.	Have child match to sample.	Felt board, playing cards. Workjobs. Primary Plastic Numerals.
With assistance, reads and writes numerals to 5.	Provide materials for tracing and copying.	A variety of number lines.
	Have student play games involving recognition of a numeral.	Discarded AGT phones.
	Help student with dialing of phone.	
Arranges numerals 1 - 10 in order.	Provide plastic numbers or cards with numbers and have the student order them.	
Names ordinals: first, middle and last.	Emphasize the use of the ordinals in everyday life.	Pictorial Number Chart Panesl.
Identifies the set of objects which corresponds to a given number up to 5.	Have student play games locating the requested number of objects, e.g. "Give me four chips".	Colored Plastic chips.

NUMBERS
Level 3

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Identifies the number/numeral that corresponds to a given set of objects up to five.	Have student play games involving matching sets of objects to numerals, e.g. "Count the blocks - How many - good - now find the number".	
Demonstrates some understanding of the concept "half", e.g. half an apple.	Let student fold or cut materials in half, e.g. paper, string, and discuss. Give choice between ½ or whole chocolate bar.	Size and Shapes Puzzles. Math Games that Teach, Books 1, 2, 6. Spirit Duplicating Masters, Counting and Writing Numerals 1 - 10. Jumbo Color Dominoes.

OPERATIONS
Level 3

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Combines 2 sets of objects, horizontally presented, to a maximum of 5.	Present a variety of addition problems with counting aids. Verbally incorporate such terms as count, how many, how many in all. Note: Provide maximum structure by consistently presenting the larger number first.	Beads, blocks, paper clips.
Names and traces symbols =, -, +.		Math Games that Teach, Books 1, 2, 6.
Solves simple counting problems verbally presented.	Whenever possible emphasize counting techniques to solve practical classroom problems, e.g. "How many students are in the class?" "How many scissors do we need?"	
Separates a set of objects with a maximum of 5 members.	Present a variety of subtraction problems with counting aids. Verbally incorporate such terms as take away, how, count them.	Blocks, beads, cards.

MEASUREMENT
Level 3
A. Money

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Identifies and labels several coins, e.g. nickel.	Note: Use real money only. Have student play sorting games involving the label, e.g. "This is a nickel - give me all your nickels".	Coins.
Identifies by value 1¢, 5¢, 10¢ coins.	Note: Always arrange the coins in such a way that the greatest denomination coin is shown in the left, or upper left most position with the lowest denomination coin in the right, or lower right position. Have student examine coins under a magnifying glass. Have student make pencil rubbings of coins, e.g. both sides of pennies. Have student mark the impressions showing the cent value.	
Identifies currency as money.		
Identifies the number associated with a set of coins up to five, e.g. pennies.	Note: Use real money. Make sure that Canadian coins are used. Play games with the student, repeatedly using number terms, e.g. "Give me three pennies".	Training for Independence - Total Program.

MEASUREMENT
Level 3
B. Time

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Identifies specific activities associated with morning, noon and evening.	Discuss with the class some activities associated with morning and evening, e.g. go to school during the day, sleep at night.	
Differentiates between the minute and hour hands.	Have class construct chart showing time specific activities. Rote drill, e.g. minute hand is the long hand and it points to the minute. Use shaping techniques such as exaggerating the length of the hands: color code hands to correspond to matching colored circles on the clock face.	Cardboard clock face with manipulative hands.
With assistance, tells time to the hour and uses o'clock appropriately.	Provide games and puzzles involving a clock face. Use flash cards with time to the hour written in digital format, e.g. 9:00. Use shaping techniques - color coding.	Spirit Duplicating Masters: First Time, Telling Book. Telling Time.
Associates sounds of time telling devices with some specific events, e.g. school bell, alarm clock.		

MEASUREMENT
Level 3
C. Calendar

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Recites the days of the week in order.	Conduct class drills of ordering the days of the week. Have the student participate in the daily class calendar routines.	Children's calendar. Today's Date Box.
Names some of the months.	Use the names of the months in daily conversations and with daily class calendar routine.	
Recognizes a calendar.	Display a variety of calendars throughout the school. Whenever appropriate point them out and discuss their use.	A variety of calendars available in the community.
States month of own birthday.	Make a class chart of birthdays of students and discuss regularly.	
Associates extreme weather conditions with seasons, e.g. snow/winter.	Display and discuss pictures showing obvious characteristics of each of the four seasons. Make a chart of seasonal activities. Make chart showing clothing appropriate for each season.	Seasonal Poster Kit.

MEASUREMENT
Level 3
D. Temperature

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Discriminates between boiling/freezing.	Provide practical experiences for the student to make ice cubes, popsicles; boil water to make cocoa. Discuss different outcomes.	
Identifies some heat producing devices and appliances, e.g. fireplace, oven.	Provide situations for the student to experience the warming up effects of a variety of devices, e.g. standing in front of a fireplace or bonfire, turning on a heater. Discuss the effects.	

MEASUREMENT
Level 3
E. Weights and Measures

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Measures, using non-standard units of measure, for approximate results, e.g. three cans full, two clothespin lengths.	Set up a learning station with pictorial task cards. Measure common objects, e.g. desk top. Incorporate these activities into other areas: cooking, arts and crafts.	Cooking in the Classroom.
With assistance, measures objects and lines using a cm. ruler.	Use objects first and be sure length does not exceed the number concepts the student knows. Color cue, starting and ending points of lines for easy measuring.	Centimetre ruler.
Differentiates between large and small. Differentiates between heavy and light. Differentiates between little and much. Differentiates between short and long.	Continually provide opportunities for the student to manipulate and compare a variety of materials while incorporating the appropriate vocabulary.	

SHAPES AND POSITIONALS
Level 4

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
Note: Real life situations and materials should be used wherever possible throughout the computation section.		
The student:		
Identifies four geometric shapes: circle, square, triangle, rectangle.	Engage student in activities involving discussion, manipulation and reproduction of a variety of materials with distinct characteristics such as shape, size, color, texture.	A Variety of Parquetry Materials. Color and Shape Memory Game. Size and Shape Puzzle. Stencils. Colored Inch Cubes and Designs. Shapes Dominoes. Multimoes. Shape Stamps.
Copies most geometric shapes.		
Groups geometric objects by two characteristics, e.g. size/color.		Wipe-off Cards: Pattern Repetition; External Differences. Rubber Puzzles. Feel and Match, Combination Set.
Differentiates between over/under, above/below.	Have student follow simple directions for placement in space, e.g. jump over the beam.	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
With assistance, rote counts to 50.	Have the students play group games involving rote counting e.g. bean bag toss, tag. Have students count out familiar objects, e.g. playing cards, coins, number of students in class.	Training for Independence - Total Program.
With assistance, reads and writes numerals to 20.	Provide materials for tracing and copying.	Number Bing
	Have student play games involving recognition of numerals.	Workjobs.
	Provide practical experiences for the student to apply numbers, e.g. phone, selecting television channel.	
Arranges numerals 1 - 25 in order.	Provide worksheets for student to fill in missing numbers. Devise class quizzes for ordering numbers, e.g. "What number comes before 5? What number comes between 6 and 8?".	Math Games that Teach, Books 1, 2, 6.
Names ordinals: first to fifth.	Emphasize use of ordinals in every day terms, e.g. first of July.	
Identifies the set of objects which corresponds to a given number up to 15.	Have student count out the requested number of objects, e.g. get 12 spoons.	Spirit Duplicating Masters: Counting and Writing Numerals 1 - 10.
Identifies the number/numeral that corresponds to a given number up to 15.	Have the student match sets of objects to numerals.	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
With asistance, rote counts by 5's and 10's up to 30.	Have the student touch and repeat the summing up of units of 5's, 10's, e.g. coins.	Cuisenaire rods.
Describes relationships between two sets as being same or different.	Have the student count the members of two sets and compare the number. Note: Members of sets must be like objects.	Die, tokens, cards with dots. Household items, e.g. cutlery.
Identifies a variety of uses of numbers, e.g. age, bus number.	Stress the presence of numbers in the environment, e.g. license plates, street signs, classroom numbers.	
Identifies the two halves of an object.	Provide a variety of materials of different size and shape divided into halves. Have the student match the halves.	

OPERATIONS
Level 4

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Combines two sets of objects horizontally presented, to a maximum sum of ten.	Present a variety of addition problems with counting aids. Verbally incorporate such terms as count, plus, add, equals, equal to. Note: Provide maximum structure by consistently presenting the larger number first.	Beads, blocks, paper clips.
Reads and writes symbols =, -, +.		
Solves written addition problems, in horizontal form, to a maximum sum of ten, e.g. 4 + 1 = 5.	Show the student how to convert the written problem into corresponding sets of objects, e.g. 3 + 2 = 5.	Clown Math Addition.
	Provide rote drill and practise exercises, e.g. 2 + 2 = 4.	Flash cards.
	Note: Provide maximum structure by consistently presenting the larger number first.	
Solves word problems, verbally presented, to a maximum sum of five.	Show the student how to convert the verbal problem into corresponding written format, e.g. Three blue cars and one blue car. How many cars? 3 + 1 = ____	Math Games that Teach, Books 1, 2, 6.
Separates a set of objects with a maximum of ten. members.	Present a variety of subtraction problems with counting aids.	Blocks, beads, cuisenaire rods, rulers, cards.
	Verbally incorporate such terms as count, take away, minus, equals.	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Identifies and labels all coins.	Note: Use real money only. Have student engage in sorting activities involving the label, e.g. "Here is a quarter, give me a quarter".	Coins and $1.00 bills.
Identifies by value coins 1¢, 5¢, 10¢, 25¢.	Note: Always arrange the coins in such a way that the greatest denomination coin is shown in the left, or upper left most, position with the lowest denomination coin in the right, or lower position. Have student comply with requests for coins by value, both written and verbally, e.g. give me 10¢.	
Identifies paper currency as money.	Have student run errands to purchase small items with paper currency. Have student purchase small items independently.	
Identifies the number associated with a set of coins up to ten, e.g. pennies.	Have the student count the number of coins in given sets.	Training for Independence - Total Program.
Demonstrates understanding of the relationship between five pennies and one nickel.	Provide drill and practise exercises to convert nickels to pennies and vice versa.	
Differentiates between the number of members of a set of coins and their sum to a maximum of 10¢, e.g. how many, how much?	Note: Make sure that Canadian coins are used. Present a variety of groupings of coins for counting. "How many coins, how much?"	

MEASUREMENT
Level 4
B. Time

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Demonstrates understanding of concepts before/after, e.g. after supper.	Discuss and encourage the use of these terms whenever appropriate.	
Uses the term o'clock appropriately.	Drill and practise using flash cards with numbers. Have the student match to corresponding number on clock face and say the time using the term "o'clock".	
Tells and writes time to the hour.	Have student manipulate the hour hand according to teacher request, e.g. "Show me 4 o'clock". Then write this time in digital format. (Tape down minute hands pointing to 12.)	Cardboard clock faces with manipulative hands. Clock Stamp.
Associates sounds of time-telling devices with an increasing number of events, e.g. recess.	Use puzzles which match clock face time to digital number.	Spirit Duplicating Masters: First Time Telling Book. Telling Time. Time Bingo.

MEASUREMENT
Level 4
C. Calendar

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Identifies the day of the week, e.g. today is Wednesday.	Have student participate in daily class calendar routines, including today's date. Have student arrange cards with names of the days of week in order. Conduct class drill exercises to name the days before and after a given day, e.g. Friday comes after Thursday.	Today's Date Box.
States month of major calendar events, e.g. Christmas/December.	Always pair month with event when discussing these in class. Provide each student with own calendar for use throughout the year. Have student locate major holidays or sports events on the school calendar.	Identical calendars for each student, available at local bank.
With assistance, uses monthly calendar.		
States day and month of own birthday.	Make a class chart of student's birthdays and discuss regularly.	
States seasons of the year.	Make chart of environmental characteristics of seasons, e.g. yellow leaves in fall. Play games matching seasonal characteristics with appropriate season.	

MEASUREMENT
Level 4
D. Temperature

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Discriminates between cold/cool, hot/warm.	Have the student experiment with hot and cold water taps. Provide opportunities for the student to alter the temperature of a variety of items, e.g. mix hot water with cold, cold water with hot. Blow on hot food, cooling down a drink, leaving icecream to melt. Incorporate these terms in everyday conversations with the student.	
Identifies some cooling devices and appliances, e.g. fan, refrigerator.	Provide situations for the student to experience the cooling effects of a variety of devices, e.g. setting jello in refrigerator, standing in front of a fan.	

MEASUREMENT
Level 4
E. Weights and Measures

Note: Be aware of metric conversion and make certain student learns both metric and imperial terms as apply to his environment.

The student:

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
Measures, using non-standard units of measure, for approximate results, e.g. five pencil lengths.	Set up a learning station with pictorial task cards. Measure familiar lengths, using body parts, e.g. hand, foot lengths.	Help Yourself to Food.
Measures objects and lines, using a cm. ruler.	Have student measure objects/ objects on a page and record length.	
	Use activities where student must measure for construction of simple projects, e.g. wooden airplane, felt bookmark.	I.P.A. Manual.
Identifies standard terms used in measurement: dozen, meter, liter.	Use these terms for practical projects, e.g. shopping, measuring height.	Creative Math Experiences for the Young Child.
Identifies standard tools of measurement, e.g. ruler, bathroom scale.	Play guessing games: "I want to weigh myself - What do I use"? Make a picture book of measuring tools. Incorporate the use of these tools in measuring activities.	
Measures in liters and half-liters.	Visit a store, dairy. Use recipes which involve measurement, e.g. juice, cocoa, milkshakes.	

MEASUREMENT
Level 4
E. Weights and Measures

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Indicates size of some of own clothing.		Sequencing Sizes.
Classifies dissimilar items by size.	Measure heights and weights of students and record on chart. Compare and discuss.	Table-top Logical Elements.
Classifies obviously dissimilar items by weight.		Comparison Balance.
Classifies like containers of liquid by volume, e.g. more than, less than.		
Differentiates between near and far.	When appropriate incorporate these terms in conversations with the student, e.g. while travel training. Note: Use appropriate terms, e.g. liter, kilometer, etc.	

SHAPES AND POSITIONALS
Level 5

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
Note: Real life situations and materials should be used wherever possible throughout the computation section.		
The student:		
Identifies some less common geometric shapes, e.g. cross, oval.	Engage student in activities involving discussion, manipulation and reproduction of a variety of materials with distinct characterists such as shape, size, color, texture.	Superfection Game. Wipe-off Cards. Shapes dominoes. Multimoes. Treesorts.
Constructs some common geometric shapes.	Note: Use materials that are functional where possible.	
Groups geometric objects by three characteristics, e.g. shape, thickness, texture.		Design Blocks and Patterns. Rubber Puzzles. Feel and Match Combination Set. Dimensional Concept Cylinders.
Differentiates between most relational opposites, e.g. upside-down, right side up.	Have student follow directions for placement in space, e.g. put it upside-down.	
Identifies most geometric shapes in the environment.	Engage student in activities involving discussion, manipulation, reproduction of a variety of materials with distinct characteristics such as shape, size, color, texture.	Superfection Game. Treesorts.

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
With assistance, rote counts to 100.	Have the student play group games involving rote counting, e.g. bean bag toss, tag. Have student start counting from various points, e.g. 52.	
With assistance, reads and writes numerals to 50.	Provide materials for copying of numbers.	
Arranges numerals 0-50 in order.	Provide worksheets for student to fill in missing numbers. Devise class quizzes for ordering numbers, e.g. What number comes before 12? What number comes between 18 and 20?	
Names ordinals: first to tenth.	Emphasize the use of ordinals in everyday terms, e.g. ninth of August.	
Identifies the set of objects which corresponds to a given number up to 25.	Have the student count out the requested number of objects.	Clown Math Book 1.
Identifies the number/numeral that corresponds to a given set of objects up to 25.	Have the student match sets of objects to numerals in a variety of situations, e.g. How many eggs in a carton? How many cars in the parking lot?	
With assistance, counts by groupings of 5's and 10's up to 60.	Help student group in units of 5's and 10's using a variety of materials, e.g. paper clips, pennies, screws.	Cuisenaire rods.

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
With assistance, describes relationship of sets as more than, less than, equal to, many/few.		
With assistance, recognizes the use of numbers in daily living, e.g. telephone number, bus numbers.	Have the students compare each other's telephone numbers for sameness and differences.	
Identifies the four quarters of an object.	Provide a variety of materials of different size and shape divided into quarters. Have the student match the quarters.	

OPERATIONS
Level 5

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Translates sets of objects, horizontally presented, into written notation.	Present the student with a variety of coins ordered from highest to lowest value and have him record the value of each coin separated by a plus sign, e.g. 10 + 5 + 1 + 1 = 17. Note: Sum by using counting aid.	Coins.
With assistance, operates a hand calculator.	Use calculator with large numbers. Set up store situation.	Hand calculator.
With assistance, performs basic operations with a hand calculator, including rote use of decimal point.		
Solves written addition problems, in both the horizontal and vertical form, to maximum sums of 25 using counting aids, e.g. 10 + 5 = 15, $\begin{array}{r} 10 \\ \underline{+5} \\ 15. \end{array}$		
Solves word problems, verbally presented, to a maximum sum of 10.	Have the student convert verbal problems into corresponding written format, e.g. 3 apples plus 2 apples plus 2 apples equals how many? (3 + 2 + 2 = 7).	

OPERATIONS
Level 5

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Separates a set of objects with a maximum of 25 members, and records the results.	Present a variety of subtraction problems with counting aids. Verbally incorporate such terms as count, take away, minus, equals. Do not use regrouping.	Cuisenaire rods, ruler, cards.
Solves simple written subtraction problems, in both horizontal and vertical form, using counting aids.	Have the student convert the written problems into corresponding sets of objects. Do not include borrowing.	Clown Math Book 1 and 11. (subtraction). Ye Old Math, Addition and Subtraction.

MEASUREMENT
Level 5
A. Money

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
See Living/Vocational Skills: Money Management section.		
The student:		
With assistance, reads and writes money symbols, e.g. $ and ¢.	Note: Use real money only. Have student copy prices from newspapers, magazines and grocery items.	Coins.
Identifies and labels three bills: $1, $5, $10.	Note: Always arrange the paper currency in such a way that the greatest denomination bill is shown in the left or uppermost left, position with the lowest denomination bill in the right, or lower right position.	
Demonstrates understanding of the concept of equivalence of coins up to 10¢, e.g. 2 nickels = 1 dime.	Provide drill and practise exercises to convert nickels and pennies to dimes and vice versa.	
Differentiates between the number of members of a set of coins and their sum to a maximum of 15¢, e.g. how many, how much?	Present a variety of groupings of coins for counting. Repeatedly ask, "How many coins, how much?" (cents). Play money bingo. Have student shop for groceries with parent, teacher, etc.	Training for Independence - Total Program.

MEASUREMENT
Level 5
B. Time

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Demonstrates understanding of concepts before/after in relation to the clock face, e.g. after 4 o'clock.	Discuss and encourage the use of these terms whenever appropriate.	
Uses the term "half-past" appropriately.	Pictorially represent the half hour by dividing the clock face vertically with one half shaded, and discuss.	
With assistance, tells and writes time to five minute intervals.	Provide worksheets for student to practise converting clock face time to digital format and vice versa.	Clock face. Clock Puzzles. Clock Stamp.
	Have student read time using a variety of clocks, e.g. indoors and outdoors, digital.	
	Drill rote counting by 5's to 60, using a clock face.	Spirit Duplicating Masters: First Time Telling Book.
With assistance, associates AM and PM with general time of day.	Provide student with listings of television schedule. Use travel schedules for class discussions.	
With assistance, operates time devices, e.g. alarm clock, oven timer.	Encourage the student to time own performance, e.g. set timer for given activity.	Telling Time. Time Bingo.
	Have student check time when he begins an activity and completes it. Have student state how much time the activity took.	

MEASUREMENT
Level 5
C. Calendar

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Demonstrates understanding of the concept yesterday, and tomorrow, e.g. "It rained yesterday".	Have student participate in expanded daily class calendar routines, e.g. "Yesterday was Thursday, June 26".	Today's Date Box.
	Conduct class discussions involving past and future school events.	
	Conduct exercises requesting students to name days of week in terms of yesterday and tomorrow.	
With assistance, uses a calendar.	Have student make a calendar of the month.	A variety of calendars available in the business community.
	Help student to locate and record own and others' birthdays on his calendar.	
States day and month of birthdays of some family members.		
Relates most months of the year with seasons.	Include name of current season with daily class calendar routines.	

MEASUREMENT
Level 5
D. Temperature

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Discriminates between warm and cool, e.g. weather, temperature of water.	Introduce the student to a variety of water taps, including those color coded, e.g. blue - cold. Incorporate these terms in everyday conversations with the student, e.g. what to wear on a warm day versus a cool day.	
With assistance, operates some temperature controlling devices, e.g. thermostat, fan.	Have student use oven to heat/cook simple dishes.	
Associates own physical condition with current temperature, e.g. perspiration/heat.	Discuss a variety of physical reactions to temperatures, e.g. shivering when cold; sunburns.	
Identifies a thermometer.	Expose student to different types of thermometers, e.g. body, outdoor, indoor.	

MEASUREMENT
Level 5
E. Weights and Measures

Note: Be aware of metric conversion and make certain student learns both metric and imperial terms as apply to his environment.

The student:

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
With assistance, measures for comparative results.	Use exploratory situations where students must use measuring devices, e.g. balance scale, different sizes of containers, different lengths of materials.	Comparison Balance.
Measures rooms, hallways and large objects in meters, using meter stick.		
Identifies how familiar items are packaged, e.g. eggs - dozen, tin soup - ounces.	Take field trips to grocery stores, hardware stores, clothing stores.	
Identifies and labels standard tools of measurement, e.g. weigh scale.	Provide measuring experiences and have student locate the correct tool before starting the activity.	
With assistance, measures in ml., grams, e.g. recipes.	Use metric recipes in cooking experiences. Start with the measuring tool and match the size. Use recipes that correspond to the marking on container, e.g. measuring cup or color coded containers.	Department of Agriculture Materials.
Indicates size of clothing.	Collaborate with parents. Have student select own size in personal clothing.	

SHAPES AND POSITIONALS
Level 6

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
Note: Real life situations and materials should be used whenever possible throughout the computation section.		
The student:		
Constructs most common geometric shapes.		Design Blocks and Patterns.
Groups geometric objects by a variety of characteristics, e.g. shape, color, size, texture, thickness.		Treesorts.

NUMBERS
Level 6

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Reads and writes numerals to 100.	Have students participate in bingo games.	Bingo games.
With assistance, reads and writes numerals beyond 100.		
Arranges numerals 0 - 100 in order.	Provide worksheets for student to fill in missing numbers. Devise class quizzes for ordering of numbers, e.g. What number comes before 78? What numbers come between 62 and 65?	
Names most ordinals from first to thirty-first.	Emphasize the use of ordinals in everyday terms, e.g. June 23rd.	
Counts by groupings of 5's and 10's.	Have student group in units of 5's and 10's using a variety of materials.	Paper clips, coins, pebbles. Cuisenaire rods.
With assistance, counts by groupings of 25's.	Help the student rote count by 25's to 100.	Quarters (25¢).
Describes relationships of sets as more than, less than, equal to, many/few.	Have the student count the members of sets and compare the number.	
Recognizes the use of numbers in daily living, e.g. house and street number combinations, post office box numbers.	With class, visit the neighborhood to locate same house number on several streets. Compare for sameness and difference of address. Visit Post Office and apartments to examine mailbox numbers.	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student: Divides objects into halves and quarters.	Provide a variety of materials and have the student divide into halves and quarters as requested, e.g. cut, draw, fold.	

OPERATIONS
Level 6

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Operates a hand calculator independently.	Have students go on field trips to stores to make purchases and use calculator to ascertain total cost.	
Performs basic operations with a hand calculator including rote use of decimal point.		
Solves written addition problems in both the horizontal and vertical form, using a hand calculator.	Provide drill and practise exercises using practical examples.	Shopping list.
Solves word problems, verbally presented, to sums greater than 10, using a hand calculator.	Have student convert the verbal problem into the corresponding written format for use with a hand calculator.	
Solves written subtraction problems in both horizontal and vertical form, using a calculator.	Provide drill and practise exercises using practical examples, e.g. "I have a dollar. It cost 78¢. How much do I get back?"	

MEASUREMENT
Level 6
A. Money

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
Note: See Living/Vocational Skills: Money Management section.		
The student:		
Reads and writes money symbols, e.g. $ and ¢.	Note: Use real money only.	Coins.
Identifies and labels a variety of paper currency.	Note: Always arrange the paper currency in such a way that the greatest denomination bill is shown in the left, or upper left most, position with the lowest denomination bill in the right, or lower right position.	
Demonstrates understanding of the concept of equivalence of coins up to 25¢, e.g. 2 dimes + 1 nickel = 1 quarter.	Provide drill practise exercise to convert pennies, nickels, and dimes to quarters and vice versa.	
Demonstrates some understanding of the concept of equivalence of coins up to $1.00.		
Differentiates between the number of members of a set of coins and their sum to a maximum of 25¢, e.g. how many, how much?	Present a variety of groupings of coins for counting. Repeatedly ask, "How many coins, how much?" (cents). Use shopping trips, etc.	

MEASUREMENT
Level 6
B. Time

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Demonstrates understanding of the concepts, early, late, on time.	Discuss and encourage the use of these terms whenever appropriate.	
Uses the terms "quarter past" and "quarter to" appropriately.	Pictorially represent the quarter hours by dividing the clock face and shading the appropriate quarters and discuss.	
Tells and writes time.	Provide worksheets for student to practise converting clock face time to digital format and vice versa. Have student read time using a variety of clocks, e.g. indoors and outdoors, digital.	Clock Puzzles. Clock Stamp.
Associates A.M. and P.M. with general time of day.	Provide student with a variety of schedules for discussion and comparison, e.g. train and bus schedules.	Telling Time.
Operates simple timing devices.	Encourage the student to be responsible for setting own alarm clock.	Time Bingo.

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Demonstrates understanding of the concept of this week, last week, and next week.	Have student participate in daily class calendar routine. Conduct discussions involving events of past, present and future weeks.	
Uses the words "before" and "after" correctly in calendar terms.	Involve student in discussions which facilitate use of these terms.	
Uses a calendar.	Have student record special personal events on own calendar.	A variety of calendars available in the business community.
States day, month and year of own birthday.	Help student complete a variety of public forms which require recording of his date of birth, e.g. Social Insurance Number.	
Relates specific calendar events with seasons, e.g. Christmas/winter.	Help the student locate and mark the days on which a new season starts, e.g. June 21/summer. Then have the student examine calendar for given season and list special events for that season.	

MEASUREMENT
Level 6
D. Temperature

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Discriminates between a variety of temperatures, e.g. cold, colder, coldest.	Provide opportunities for the student to compare a range of temperatures, e.g. fill jars with water of different temperatures by cold, colder, coldest.	
Operates some temperature controlling devices, e.g. thermostat.		
Associates a variety of body conditions with prevailing weather.	Discuss physical reactions to different temperatures, e.g. frostbite, peeling after sunburn.	
Demonstrates rudimentary use of temperature measuring devices, e.g. outside thermometer.	Color code a large outdoor thermometer according to general temperature ranges using conventional color codes, e.g. red for very warm. Help student read outdoor temperature.	

MEASUREMENT
Level 6
E. Weights and Measures

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
Note: Be aware of metric conversion and make certain student learns both metric and imperial terms as apply to his environment.		
The student:		
Measures for comparative results, e.g. heavier than, shorter than.	Use balance scales and then have students estimate. Use a matching procedure for length.	
Reads and measures in linear units.	Have student measure size of hallways, doorways, floor tiles, carpet remnants.	
	Provide experiences where student must measure to solve a problem, e.g. can chair go through the doorway.	Metric Introduction to Linear Measurement. Metric Madness. Metric Cooking.
Identifies how familiar items are packages, e.g. meat.	Collaborate with parents. Go on shopping trips.	
Reads and measures in capacity and weight units, e.g. ml., grams.	Provide cooking experiences which involve metric measurement.	Merry Metric Cookbook. Metric Fun Cooking Cards. Young Homemakers Cookbook.
Identifies differences in size of containers in stores.	Take students on field trips to stores. Have students purchase different sized containers of food.	
Indicates size of clothing.		
Demonstrates mastery of conservation of mass, e.g. same/different.	Refer to the writing of Jean Piaget regarding conservation tests.	

MEASUREMENT
Level 6
E. Weights and Measures

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Demonstrates mastery of conservation of weight, e.g. same/different.		
Demonstrates mastery of conservation of volume, e.g. same/different.		
Compares familiar distances, e.g. nearest, farthest.	Encourage use of these terms in everyday conversations	

APPENDIX A

OVERVIEW

I. SHAPES AND POSITIONALS

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
	Distinguishes between two geometric shapes. p. 4	Identifies two common geometric shapes, e.g. circle, square. p. 12	Identifies four geometric shapes: circle, square, triangle, rectangle. p. 21	Identifies some less common geometric shapes, e.g. cross, oval. p. 31	
	Matches simple shapes, e.g. form board. p. 4	Traces commom geometric shapes. p. 12			
		Copies two common geometric shapes. p. 12	Copies most geometric shapes. p. 21	Constructs some common geometric shapes. p. 31	Constructs most common geometric shapes. p. 41
		Groups geometric objects by one characteristic, e.g. shape. p. 12	Groups geometric objects by two characteristics, e.g. size/color. p. 21	Groups geometric objects by three characteristics, e.g. shape, thickness, texture. p. 31	Groups geometric objects by a variety of characteristics, e.g. shape, color, size, texture, thickness. p. 41
	Differentiates between up/down, in/out, on/off, open/shut. p. 4	Differentiates between inside/outside, top/bottom, in front of/behind. p. 12	Differentiates between over/under, above/below. p. 21	Differentiates between most relational opposites, e.g. upside-down, right side up. p. 31	
	Builds with geometric blocks. p. 4			Identifies most geometric shapes in the environment. p. 31	

II. NUMBERS

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
	Rote counts to 5. p. 5	Rote counts to 12. p.13	With assistance, rote counts to 50. p. 22	With assistance, rote counts to 100. p. 32	
	Selects first/last in a sequence of objects. p.5	Matches numerals 1 - 9. p. 13			
Distinguishes between one and more. p. 1	Distinguishes between one and more. p. 5	With assistance, reads and writes numerals to 5. p. 13	With assistance, reads and writes numerals to 20. p. 22	With assistance, reads and writes numerals to 50. p. 32	Reads and writes numerals to 100. p. 42 With assistance, reads and writes numerals beyond 100. p. 42
		Arrange numerals 1-10 in order. p. 13	Arrange numerals 1-25 in order. p. 22	Arranges numerals 0-50 in order. p. 32	Arranges numerals 0-100 in order. p. 42
		Names ordinals: first, middle and last. p. 13	Names ordinals first to fifth. p. 22	Arranges numerals 0-50 in order. p. 32	Arranges numerals 0-100
		Identifies the set of objects which corresponds to a given number up to 5. p. 13	Identifies the set of objects which corresponds to a given number up to 15. p. 22	Identifies the set of objects which corresponds to a given number up to 25. p. 32	
		Identifies the number/numeral that corresponds to a given set of objects up to 5. p. 14	Identifies the number/numeral that corresponds to a given number up to 15. p. 22	Identifies the number/numeral that corresponds to a given set of objects up to 25. p. 32	
			With assistance, rote counts by 5's and 10's up to 30. p. 23	With assistance counts by groupings of 5's and 10's up to 60. p. 32	Counts by groupings of 5's and 10's. p. 42 With assistance, counts by groupings of 25's. p. 42

II. Cont'd.

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
			Describes relationships between two sets as being same or different. p. 23	With assistance, describes relationships of sets as more than, less than, equal to, many/few. p. 42	Describes relationships of sets as more than, less than, equal to, many/few. p. 42
			Identifies a variety of uses of numbers, e.g. age, bus number. p. 23	With assistance, recognizes the use of numbers in daily living, e.g. telephone number, bus number. p. 33	Recognizes the use of numbers in daily living, e.g. house and street number combinations, post office box numbers. p. 42
		Demonstrates some understanding of the concept of one "half", e.g. half an apple. p. 14	Identifies the two halves of an object. p. 23	Identifies the four quarters of an object. p. 33	Divides objects into halves and quarters. p. 43

III. OPERATIONS

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
	Combines two sets of one each. p. 6	Combines two sets of objects, horizontally presented, to a maximum of 5. p. 15	Combines two sets of objects, horizontally presented, to a maximum of 10. p. 24	Translates sets of objects, horizontally presented, into written notation. p. 34	
		Names and traces symbols =, −, +. p. 15	Reads and writes symbols =, −, +. p. 24	With assistance, operates a hand calculator. p. 34	Operates a hand calculator independently. p. 44
				With assistance, performs basic operations with a hand calculator including rote use of decimal point. p. 34	Performs basic operations with a hand calculator including rote use of decimal point. p. 44
			Solves written addition problems, in horizontal form, to a maximum sum of 10, e.g. 4 + 1 = 5. p. 24	Solves written addition problems, in both the horizontal and vertical form to maximum sums of 25 using counting aids, e.g. 10 + 5 = 15, 10 +5 15. p. 34	Solves written addition problems, in both the horizontal and vertical form, using a hand calculator. p. 44
		Solves simple counting problems verbally presented. p. 15	Solves word problems, verbally presented, to a maximum sum of 5. p. 24	Solves word problems, verbally presented, to a maximum sum of 10. p. 34	Solves word problems, verbally presented, to sums greater than 10, using a hand calculator. p. 44
		Separates a set of objects with a maximum of 5 members. p. 15	Separates a set of objects with a maximum of 10 members. p. 24	Separates a set of objects with a maximum of 25 members, and records the results. p. 35	
				Solves simple written subtraction problems, in both horizontal and vertical form, using counting aids. p. 35	Solves simple written subtraction problems, in both horizontal and vertical form, using a calculator. p. 44

IV. MEASUREMENT
A. Money

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
	Sorts coins by color and size. p. 7	Identifies and labels several coins, e.g. nickel. p. 16.	Identifies and labels all coins. p. 25		
		Identifies by value 1¢, 5¢, 10¢ coins. p. 16	Identifies by value coins, 1¢, 5¢, 10¢, 25¢. p. 25	With assistance, reads and writes money symbols, e.g. $ and ¢. p. 36	Reads and writes money symbols, e.g. $ and ¢. p. 45
		Identifies currency as money. p. 16	Identifies paper currency as money. p. 25	Identifies and labels 3 bills: $1, $5, $10. p. 36	Identifies and labels a variety of paper currency. p: 45
	Identifies the number associated with one object. p. 7	Identifies the number associated with a set of coins up to 5, e.g. pennies. p. 16	Identifies the number associated with a set of coins up to 10, e.g. pennies. p. 25		
			Demonstrates understanding of the relationship between 5 pennies and 1 nickel. p. 25	Demonstrates understanding of the concept of equivalence of coins up to 10¢, e.g. 2 nickels = 1 dime. p. 37	Demonstrates understanding of the concept of equivalence of coins up to 25¢, e.g. 2 dimes + 1 nickel = 1 quarter. p.45
					Demonstrates some understanding of the concept of equivalence of coins up to $1.00. p. 45
			Differentiates between the number of members of a set of coins and their sum to a maximum of 10¢, e.g. how many, how much? p. 25	Differentiates between the number of members of coins and their sum to a maximum of 15¢, e.g. how many, how much? p. 36	Differentiates between the number of members of a set of coins and their sum to a maximum of 25¢, e.g. how many, how much? p. 45

IV. MEASUREMENT
B. Time

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
Recognizes specific activities associated with day/night. p. 2	Recognizes specific activities associated with day/night. p. 8	Identifies specific activities associated with morning, noon and evening. p. 17	Demonstrates understanding of concepts before/after, e.g. after supper. p. 26	Demonstrates understanding of concepts before/after in relation to the clock face, e.g. after 4 o'clock. p. 37	Demonstrates understanding of the concepts, early, late, on time. p. 46
		Differentiates between the minute and hour hands. p. 17	Uses the term o'clock appropriately. p. 26	Uses the term "half-past" appropriately. p. 37	Uses the terms "quarter past" and "quarter to" appropriately. p. 46
		With assistance, tells time to the hour and uses o'clock appropriately. p. 17	Tells and writes time to the hour. p. 26	With assistance, tells and writes time to five minute intervals. p. 37	Tells and writes time. p. 46
Associates sounds with specific time devices, e.g. sounds of a watch, alarm of a timer. p. 2	Identifies a time-telling device, e.g. clock, watch. p. 8	Associates sounds of time-telling devices with some specific events, e.g. school bell, alarm clock. p. 17	Associates sounds of time-telling devices with an increasing number of events, e.g. recess. p. 26		
				With assistance, associates A.M. and P.M. with general time of day. p. 37	Associates A.M. and P.M. with general time of day. p. 46
				With assistance, operates time devices, e.g. alarm clock, oven timer. p. 37	Operates simple timing devices. p. 46

IV. MEASUREMENT
C. Calendar

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
	With assistance, recites days of the week. p. 9	Recites the days of the week in order. p. 18	Identifies the day of the week, e.g. today is Wednesday. p. 27	Demonstrates understanding of the concept yesterday, and tomorrow, e.g. "It rained yesterday". p. 38	Demonstrates understanding of the concept of this week, last week and next week. p. 47
	Recognizes that he has a birthday. p. 9	Names some of the months. p. 18	States month of major calendar events, e.g. Christmas - December. p. 27		Uses the words "before" and "after" correctly in calendar terms. p. 47
	Assists in building a daily calendar. p. 8	Recognizes a calendar. p. 18	With assistance, uses monthly calendar.	With assistance, uses a calendar. p. 38	Uses a calendar. p. 47
		States month of own birthday. p. 18	States day and month of own birthday. p. 27	States day and month of birthdays of some family members. p. 38	States day, month and year of own birthday. p. 47
	Recognizes extreme differences between seasons p. 9	Associates extreme weather conditions with seasons, e.g. snow - winter. p. 18	States seasons of the year. p. 27	Relates most months of the year with seasons. p. 38	Relates specific calendar events with seasons, e.g. Christmas - winter. p. 47
D. Temperature					
Reacts appropriately when cautioned that something is hot. p. 3	Discriminates between hot and cold. p. 10	Discriminates between boiling and freezing. p. 19	Discriminates between cold/cool, hot/warm. p. 28	Discriminates between warm and cool, e.g. weather, temperature of water. p. 39	Discriminates between a variety of temperatures, e.g. cold, colder, coldest. p. 48

IV. Cont'd.

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
	Identifies a refrigerator and a stove. p. 10	Identifies some heat producing devices and appliances, e.g. fireplace, oven. p. 19	Identifies some cooling devices and appliances, e.g. fan, refrigerator. p. 28	With assistance, operates some temperature controlling devices, e.g. thermostat, fan. p. 39	Operates some temperature controlling devices, e.g. thermostat. p. 48
				Associates own physical condition with current temperature, e.g. perspiration - heat. p. 39	Associates a variety of body conditions with prevailing weather. p. 48
				Identifies a thermometer. p. 39	Demonstrates rudimentary use of temperature measuring devices, e.g. outside thermometer. p. 48
E. Weights and Measures					
	Explores the use of some measuring tools, e.g. measuring cup. p. 11	Measures, using non-standard units of measure, for approximate results, e.g. 3 cans full, 2 clothespin lengths. p. 20	Measures, using non-standard units of measure, for approximate results, e.g. 5 pencil lengths. p. 29	With assistance, measures for comparative results. p. 40	Measures for comparative results, e.g. heavier than, shorter than. p.49
		With assistance, measures objects and lines using a cm. ruler. p.20	Measures objects and lines using a cm. ruler. p. 29	Measures rooms, hallways and large objects in meters using meter stick. p. 40	Reads and measures in linear units. p. 49
			Identifies standard terms used in measurement: dozen, meter, liter. p. 29	Identifies how familiar items are packaged, e.g. eggs - dozen, tin soup - ounces. p. 40	Identifies how familiar items are packaged, e.g. meat. p. 49

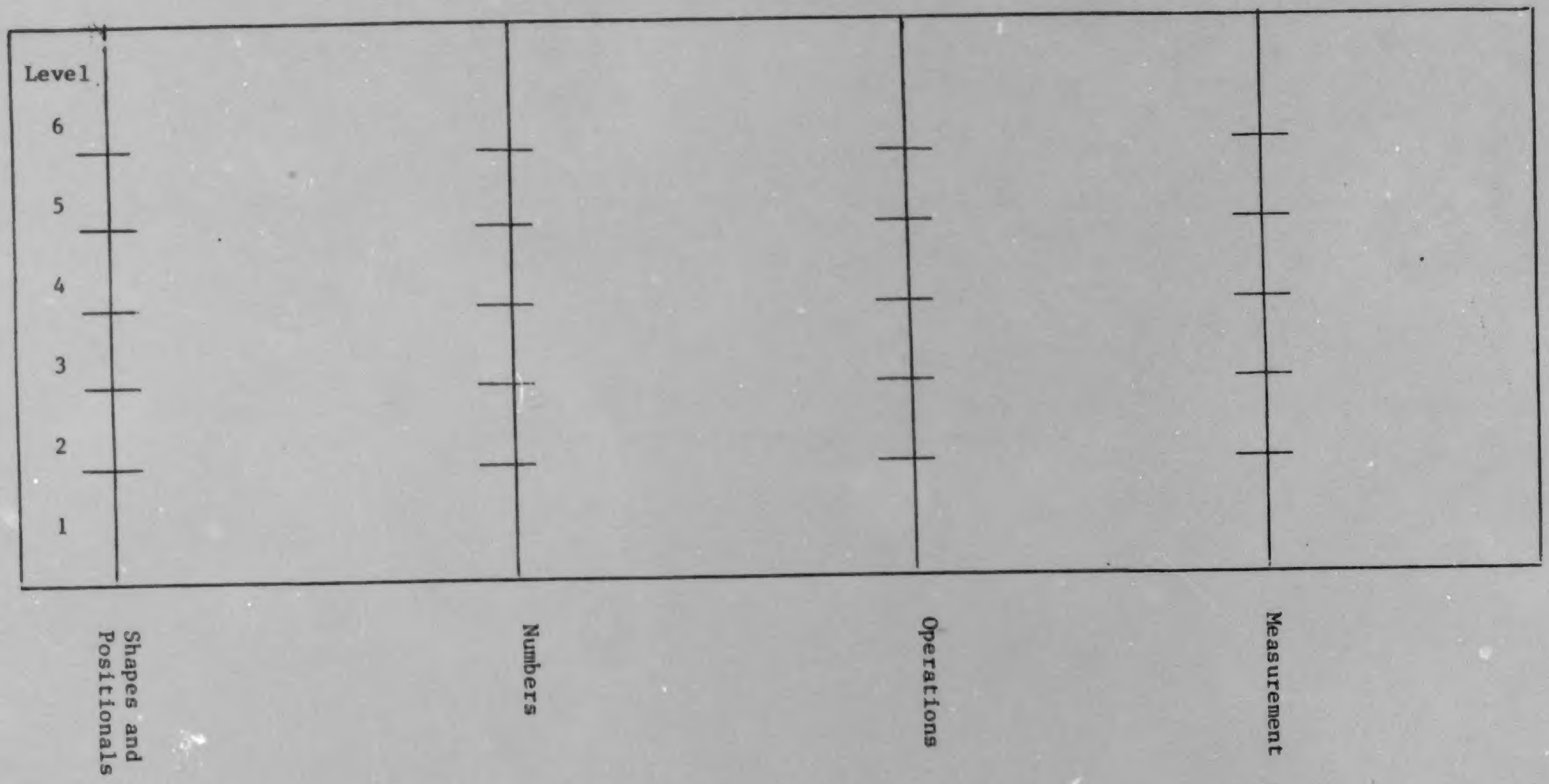
IV. Cont'd.

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
			Identifies standard tools of measurement, e.g. ruler, bathroom scale. p. 29	Identifies and labels standard tools of measurement, e.g. weigh scale. p. 40	
			Measures in liter and half-liters. p. 29	With assistance, measures in ml., grams, e.g. recipes. p. 40	Reads and measures in capacity and weight units, e.g. ml., grams. p. 49
			Indicates size of some of own clothing. p. 30	Indicates size of clothing. p. 40	Indicates size of clothing. p. 49
	Differentiates between big and little. p. 11	Differentiates between large and small. p. 20	Classifies dissimilar items by size. p. 30		Identifies differences in size of containers in stores. p. 49
					Demonstrates mastery of conservation of mass, e.g. same/different. p.49
		Differentiates between heavy and light. p. 20	Classifies obviously dissimilar items by weight. p. 30		Demonstrates mastery of conservation of weight, e.g. same/different. p.50
	Differentiates between empty and full. p. 11	Differentiates between little and much. p. 20	Classifies like containers of liquid by volume, e.g. more than, less than. p. 30		Demonstrates mastery of conservation of volume, e.g. same/different. p.50
		Differentiates between short and long. p. 20	Differentiates between near and far. p. 30		Compares familiar distances, e.g. nearest, farthest. p. 50

Student Profile

Student Name: ______________________ Date: ______________________ (Color code)

Age: ______________________ Date: ______________________ (Color code)



	I	II	III	IV
SCORE:				
LEVEL:				

Checklist - Placement and Assessment for Levels 1 - 6

Instructions: Circle the child/student responses.

Add up the number of "Yes" responses and place on the SCORE line.

Convert the score to LEVEL using the guide on the last page of the test.

There are 4 components of the Checklist.

I. SHAPES AND POSITIONALS

1.	Distinguishes between 2 geometric shapes, e.g. circle, square	Yes	No
2.	Differentiates between up/down, in/out, on/off, open/shut	Yes	No
3.	Identifies 2 common geometric shapes, e.g. circle, square	Yes	No
4.	Groups geometric objects by one characteristic, e.g. shape	Yes	No
5.	Identifies 4 geometric shapes: circle, square, triangle, rectangle	Yes	No
6.	Differentiates between over/under, above/below	Yes	No

II. NUMBERS

1.	Distinguishes between one and more	Yes	No
2.	Rote counts to 5	Yes	No
3.	Selects first, last in a sequence of objects	Yes	No
4.	Rote counts to 12	Yes	No
5.	Demonstrates some understanding of the concept "one half", e.g. half an apple	Yes	No
6.	Arranges numerals 1 - 25 in order	Yes	No

III. OPERATIONS

1.	Combines 2 sets of 1 each	Yes	No
2.	Combines 2 sets, horizontally presented, to a maximum of 5	Yes	No
3.	Separates sets of objects with a maximum of 5 members	Yes	No
4.	Combines 2 sets, horizontally presented, to a maximum sum of 10	Yes	No
5.	Separates a set of objects with a maximum of 10 members	Yes	No
6.	Translates sets of objects, horizontally presented, into written notation	Yes	No

7. Constructs some common geometric shapes, e.g. triangle Yes No

8. Groups geometric objects by 3 characteristics, e.g. shape, thickness, texture Yes No

9. Identifies most geometric shapes in the environment Yes No

10. Groups geometric objects by a variety of characteristics, e.g. shape, color, size, texture, thickness Yes No

SCORE: ______________

LEVEL: ______________

7. Identifies a variety of uses of numbers, e.g. age, bus number Yes No

8. Names ordinals first to tenth Yes No

9. Identifies the 4 quarters of an object Yes No

10. Reads and writes numerals to 100 Yes No

11. Divides objects into halves and quarters Yes No

SCORE: ______________

LEVEL: ______________

7. Solves simple written subtraction problems, in both horizontal and vertical format using counting aids Yes No

8. Solves word problems, verbally presented, to sums greater than 10 using a hand calculator Yes No

9. Solves written subtraction problems in both horizontal and vertical format, using a hand calculator Yes No

SCORE: ______________

LEVEL: ______________

IV. MEASUREMENT

1. Reacts appropriately when cautioned something is hot — Yes No
2. Sorts coins by color and size — Yes No
3. Differentiates between full and empty — Yes No
4. Identifies the value of 1¢, 5¢, 10¢ coins — Yes No
5. Measures, using non-standard units of measure, for approximate results, e.g. 3 cans full — Yes No
6. Identifies and labels all coins — Yes No
7. Classifies like containers of liquid by volume, e.g. more than, less than — Yes No
8. Demonstrates understanding of the concept of equivalence of coins up to 10¢ — Yes No
9. Identifies and labels standard tools of measurement, e.g. ruler, bathroom scale — Yes No
10. Reads and writes money symbols, e.g. $, ¢ — Yes No
11. Reads and measures in capacity and weight units, e.g. ml, grams — Yes No

SCORE: ______________

LEVEL: ______________

SCORING:

Number of "Yes" responses:

0 - 1	level 1
2	level 2
3 - 4	level 3
5 - 6	level 4
7 - 8	level 5
9 or more	level 6

NOTE: For exact placement within a level please refer to the OVERVIEW SHEET, which lists all objectives in the COMPUTATION SECTION.

APPENDIX C

RESOURCES

LEVEL 1

Baby Learning Through Baby Play: Parents Guide for the First Two Years - St. Martin's Press, Inc.

LEVEL 2

Jumbo Color Dominoes - Playskool

Kick the Junk Food Habit with Snackers - Madrona Press, Inc.

Number - Hole Template - Developmental Learning Materials

Numeral Puzzles - Devleopmental Learning Materials

150 Plus! Games and Activities for Early Childhood - Fearon

Primary Plastic Numerals - Fearon-Pitman Pubs. Inc.

Seasonal Poster Kit - Developmental Learning Materials

Shapes Sorting Box - Developmental Learning Materials

Soft Spongy Shapes - Developmental Learning Materials

Teaching the Moderately and Severely Handicapped, Volume I - University Park Press

Water Learning - Peek Publications

LEVEL 3

Color and Shape Memory Game - Developmental Learning Materials

Coloured Inch Cubes and Designs in Perspective - Developmental Learning Materials

Cooking in the Classroom - Fearon-Pitman Publishers, Inc.

Feel and Match Combination Set - Lauri

Form Puzzles - Developmental Learning Materials

Math Games That Teach: Books 1, 2, 6 - Creative Teaching Press

Multivariant Sequencing Beads Patterns - Developmental Learning Materials

150 Plus! Games and Activities for Early Childhood - Fearon-Pitman Publishers, Inc.

Parquetry Paper - Developmental Learning Materials

Rubber Picture Puzzles - Lauri

Seasonal Poster Kit - Developmental Learning Materials

Shape Stamps - Developmental Learning Materials

Size and Shapes Puzzle - Developmental Learning Materials

Spirit Duplicating Masters: Counting and Writing Numerals 1 - 10 - Instructo

Spirit Duplicating Masters: First Telling Time Book - Instructo

Telling Time - Hubbard Scientific Co.

Today's Date Box - Developmental Learning Materials

Training for Independence - Developmental Learning Materials

Wipe-off Cards - Trend Enterprises

Workjobs: Activity-centered Learning for Early Childhood Education - Addison-Wesley Publishing Company

LEVEL 4

Clock Stamp - Developmental Learning Materials

Clown Math Addition and Subtraction - Frank Schaeffer

Color and Shape Memory Game - Developmental Learning Materials

Coloured Inch Cube Designs - Developmental Learning Materials

Comparison Balance - Developmental Learning Materials

Creative Math Experiences for the Young Child - Incentive Publications

Feel and Match Combination Set - Lauri

Help Yourself to Food - Ontario Association for the Mentally Retarded

Math Games That Teach - Books 1, 2, 6 - Creative Teaching Press

Multimoes - Developmental Learning Materials

Job Puzzles - Developmental Learning Materials

Parquetry Paper - Developmental Learning Materials

Rubber Puzzles - Lauri

Sequencing Sizes - Ideal

Shape Stamps - Developmental Learning Materials

Shapes Dominoes - Developmental Learning Materials

Size and Shape Puzzle - Developmental Learning Materials

Spirit Duplicating Masters: Counting and Writing Numerals 1 - 10 - Instructo

Spirit Duplicating Masters: First Telling Time Book - Instructo

Telling Time - Hubbard Scientific Co.

Time Bingo - Teaching Resources

Today's Date Box - Developmental Learning Materials

Training for Independence - Developmental Learning Materials

Wipe-off Cards - Trend Enterprises

Workjobs: Activity-centered Learning for Early Childhood Education - Addison-Wesley Publishing Company

LEVEL 5

Clock Puzzles - Developmental Learning Materials

Clock Stamp - Developmental Learning Materials

Clown Math Book I - Frank Schaeffer

Clown Math Book II - Frank Schaeffer

Comparison Balance - Developmental Learning Materials

Design Blocks and Patterns - Ideal

Dimensional Concept Cylinders - Developmental Learning Materials

Feel and Match Combination Set - Lauri

Multimoes - Developmental Learning Materials

Rubber Puzzles - Lauri

Shapes Dominoes - Developmental Learning Materials

Spirit Duplicating Masters: First Telling Time Book - Instructo

Telling Time - Hubbard Scientific Co.

Time Bingo - Teaching Resources

Today's Date Box - Developmental Learning Materials

Training for Independence - Developmental Learning Materials

Treesorts - Developmental Learning Materials

Wipe-off Cards, Colors and Shapes - Trend Enterprises

Ye Old Math: Addition and Subtraction - Frank Schaffer Publications

LEVEL 6

Clock Puzzles - Developmental Learning Materials

Clock Stamp - Developmental Learning Materials

Design Blocks and Patterns - Ideal

Merry Metric Cookbook - Activity Resources

Metric Cooking - The Goodheart-Willcox Company Inc.

Metric Fun Cooking Cards - Teachers

Metric Madness - Scott Resources Inc.

Metric Introduction to Linear Measurement - Instructo

Telling Time - Hubbard Scientific Co.

Time Bingo - Teaching Resources

Treesorts - Developmental Learning Materials

Young Homemakers Cookbook - Fearon Publishers Inc.

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The following persons have contributed to the Communication Section of the Curriculum Guide for the Trainable Mentally Handicapped. Their assistance is gratefully acknowledged.

The Special Education Curriculum Coordinating Committee;

The Trainable Mentally Handicapped Policy Committee;

The Trainable Mentally Handicapped Communication Committee, consisting of the following persons:

Carol Johnson, Instructor Rehabilitation Studies, Early Childhood Services, Mount Royal College, Calgary;
Anne Parker, Masters' Student, Educational Psychology, University of Calgary;
Christine Possberg, Masters' Student, Educational Psychology, University of Calgary.

INTRODUCTION

A. Teaching Techniques

This Communication section has been designed with two major principles in mind. Firstly, it has been set up to allow for development of functional skills whenever possible; secondly, it has been set up to correspond with the living/vocational skills section, thereby allowing for an integrated and functional curriculum.

Functional skills may be defined as follows:

> Those skills which directly relate to the student's present age, environment and needs, and which will allow the student to function in the community in a meaningful, relevant fashion.

In order to ensure functional use of skills, the teacher should always try to use materials commonly found in the home or community. Kitchen cupboards are packed with materials that are more useful to teach a wide number of skills than many of the kits which contain materials which the student may be unfamiliar with and which he may never use.

The Reading module of this section is the best example of the integrated approach to functional teaching. By using the functional word approach, based on the principle that the student makes a physical response to a visual cue, the student does not have to understand phonetics to survive in the community. When a student sees a sign "IN" he does not necessarily have to understand that there are two letters and that they say IN; rather, he learns, "This is the door I push to go in the store, hospital, etc.". If a trainable mentally handicapped student is able to read beyond the objectives stated in the curriculum, that student should then be taught according to the Educable Mentally Handicapped Curriculum Guide, as it covers very well those higher level reading skills.

This Communication section has taken the objectives in the Living/Vocational Skills section and defined what functional listening, viewing, speaking, reading, writing and spelling skills the student needs to achieve the objectives defined in the Living/Vocational Skills section.

A section on Nonverbal Communication follows and is intended as a reference for those who will be teaching nonverbal students.

An assessment tool has been devised which will allow teachers to obtain an overall view of how a student is functioning in the area of the Communication section. The assessment and guide have not been set up based on a criterion-reference technique. Often a student will miss some skills and yet be very capable of completing higher functioning skills. It would be of no benefit for that student to have to: a) repeat earlier skills and b) repeat those skills to criterion.

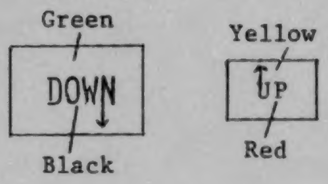
Rather, the teacher should look at how the student is functioning now and determine what compensatory skills he has developed. If that student can function in that skill area, the teacher should go on to an area in which the student has little or no skills and teach in that area.

Because so much of the curriculum is set up to be taught using a cue fading technique, the following is a short explanation of how to teach any functional words, numbers, letters, names of objects, etc. This technique could be expanded to teach most skills in the curriculum (See General Guidelines to Instruction).

Examples

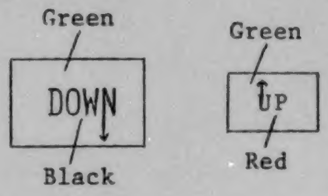
Step 1 Have two symbols to be learned set up to allow for maximum difference in color, size and shape:

- the background is cued
- the arrows help visually represent up and down
- the letters are cued
- the size helps make the discrimination
- the student is sorting the words used.

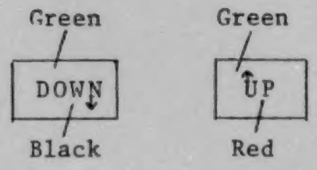


Step 2 Gradually decrease the most obvious cues, in this case the background color, - maintain the other cues.

The student is sorting the words using color and size, and the arrows as a cue. Questions to be asked:
"If you wanted an up elevator, which sign would you look for?"
"Put the down signs on the floor and the up signs on the table."



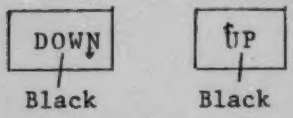
Step 3 Decrease the next cues, which would be size, until the student is sorting the two words of the same size.
The student is sorting using color cues and arrows.



Examples

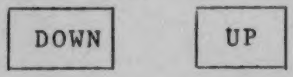
Same Color (Green)

Step 4 Decrease the color cues until student is sorting words of the same size and color using the word formation and arrows to make the discrimination.



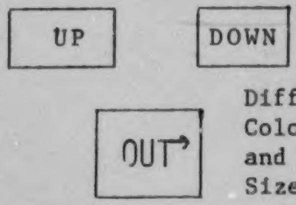
Same Color and Size

Step 5 Decrease the arrow sizes until the student is sorting the words according to their formation only.



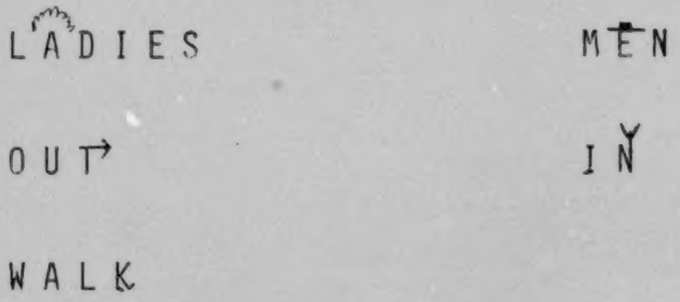
Step 6 Reintroduce distractors to ensure that the student has discriminated the word formation adequately, e.g., vary the size cards, vary the color of the two words, play games with the words.

Step 7 Add the third word to be learned in the same manner as Step 1.



Different
Color
and
Size

Note: When teaching functional words the visual cue should be built in as part of the existing letter formation and the word taught in its context, e.g. place IN, OUT, MEN, WOMEN, on doors. Go into the community, have the students do a great deal of matching the "word formation" to the actual facility. Some examples of how to cue words are:



B. Non Verbal Communication

1. Student Identification

There are many techniques and approaches that have been developed to provide the nonverbal student with a communication mode. Manual signing and systematic gesture systems have been used with those who have the motor skills needed to formulate an effective repertoire of signs. For persons too severely physically handicapped to sign, scanning, encoding and direct selection approaches have been developed and are currently being used in a number of communication aides (pictures, symbols).

The following guide may assist the teacher in deciding whether a particular student is a candidate for a nonverbal communication program. In all cases however, verbal communication is the preferred mode, with nonverbal providing the augmentative technique.

Table 1 Factors that influence the election of nonvocal intervention

Influencing factors

1. Over 13 years of age
2. Minimum progress following consistent speech and language therapy
3. Persistent primitive oral reflexes
4. Eating skills (history of, or current chewing, sucking, and swallowing difficulties)
5. Grossly abnormal oral structure
6. Severe neuromuscular involvement of respiratory, phonatory, articulatory, and reasonatory structures
7. Poor receptive language
8. Severe to profound hearing impairment
9. Unintelligible speech production
10. Nonimitative (gross motor)
11. Nonimitative (vocal)
12. Behavior (uncooperative, hyperactive)
13. Uncooperative environment (unwilling to accept an alternative communication system).

A positive response does not preclude the development of vocal skills. The items are suggestions; they are not definitive. (p. 162, Teaching the Severely Handicapped, A.A.E.S.P.H.)

2. Sign Language

In sign language students are taught "gestures" or "hand signs" to express their wishes, desires and feelings. Sign language is a visual/manual mode but is always taught using simultaneous signing and speaking. Thus the student has two sources of information using two different sensory channels. Sign language in many cases has also promoted spontaneous speech.

In teaching signing a number of techniques can be used to promote spontaneous communication. They are:

Teaching Strategy

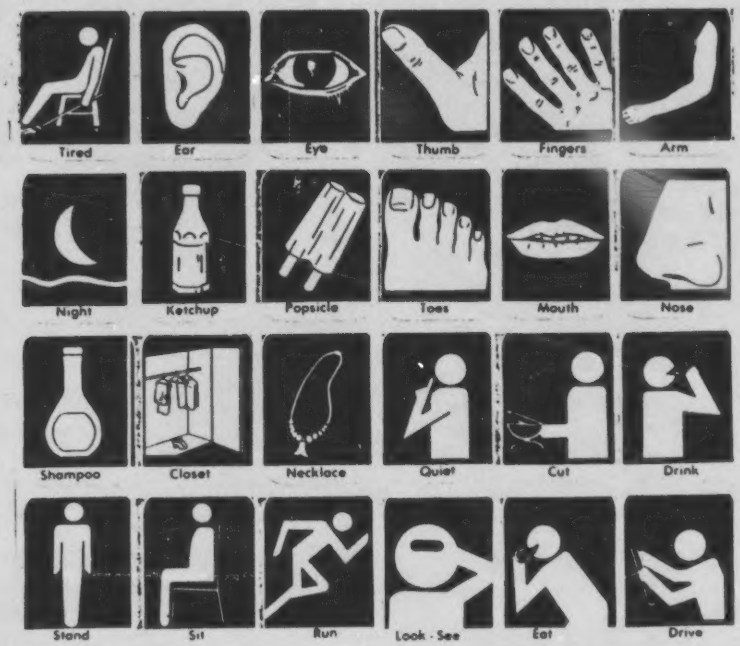
1. Start with signs that allow the student to express what he wants or desires. Often these are the concrete items. Teach single signs, e.g. cookie, first and gradually move to multi-complex signs, e.g. want cookie.
2. Signs may be taught using imitation or shaping (moulding). In shaping, physically assist the student to make the sign by moulding the students hand(s) into and through a sign. Gradually fade the assistance so the student is shaped (moulded) through the first motions of the sign and expected to complete the final action of the sign. It is always helpful to have the concrete motivator in view, e.g. cookie. Backward chaining techniques can be employed now so all of the steps can be performed independently by the student.
3. Praise the student for using signs outside of "sign lesson" time. Ensure that other persons with whom the student deals are aware of his particular communication mode, and place certain expectations upon him to utilize the system.
4. Provide indirect information to the student to solve problems. If, for example, the student is able to answer the question "What do you want?" provide the information in a two sentence sequence: "Do you want the ball? What do you want?". He can also be provided with information in a yes/no format. For example, "Whose car is this? Do you want Karen's car?". This provision of indirect information strengthens incidental signing as well as generates feelings of independence, control and competence in the nonverbal student.

3. Symbol Communication

Symbol communication may take many varied forms. The student may use photographs, chips, line drawings, pictures, words or graphics to communicate their needs, wants and desires to others.

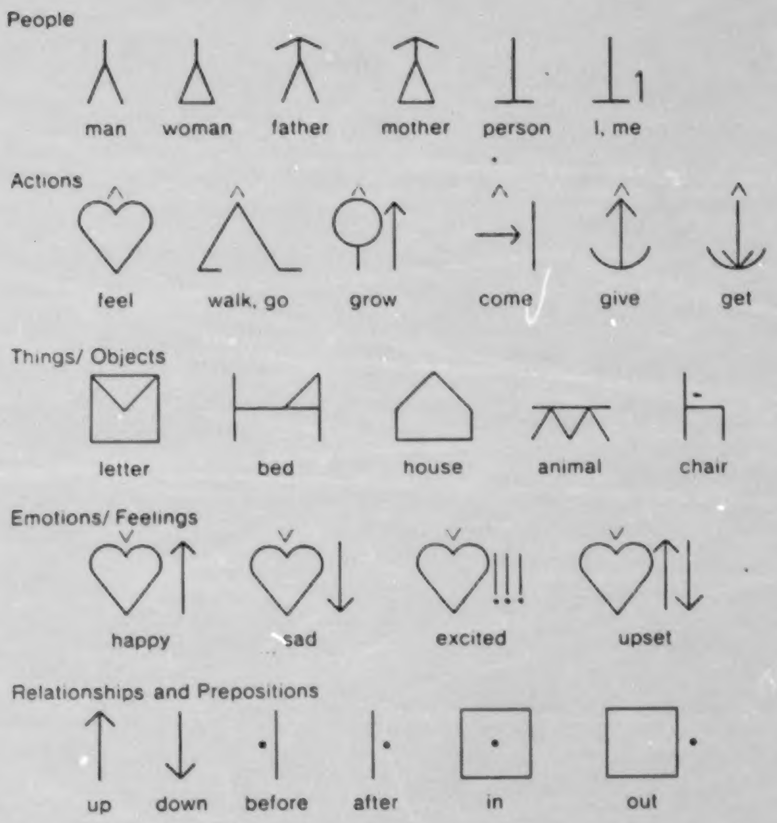
Symbol communication is typically used with those nonverbal students who do not have the motor abilities to perform signing. In addition they must also be able to respond to yes/no questions, possess cognitive skills at approximately the 2 year level, have object permanence, have eye or hand pointing skills and have sufficient visual acuity to make visual discriminations between symbols.

Picture Boards may be either pictures or photographs placed on a board. This is one of the easiest systems to learn and is readily understood by others. Picture boards may be teacher-made or commercially prepared, and allow for a student specific vocabulary, e.g. water rather than drink. PIC Symbol System is commercially prepared and contains 400 symbols arranged in concept clusters, thus facilitating multi-symbol expressions. Pictures appear in black and white and symbols are attached to the board as learned. Beneath each picture is the picture name so the student can be easily understood.



Typical PIC Symbols (Pictogram Ideogram Communication, George Reed Foundation for the Handicapped).

Blissymbolics developed in 1965 by C.K. Bliss, are graphic and non-alphabetic and include pictographic, ideographic and arbitrary components. Blissymbolics provide the most comprehensive "symbol communication". Meaning can be taken directly from the pictographic representation or by relating the symbol to an idea, or by arbitrary assignment of a meaning to a particular visual configuration, e.g. numbers, arithmetic symbols. Words corresponding to the common interpretation of the symbol appear directly beneath each of the 50 Blissymbols.



Some basic Blissymbol representations

Teaching Strategy

1. Symbol vocabularies should be selected on the basis of each student's skills and interests in mind. If these symbols are taught first, the student can begin to functionally provoke action and response on the part of others. These include:
   a) basic needs - toilet, eat, drink
   b) emotions - happy, angry, sad
   c) leisure skills - play, television, record, etc.
   d) greetings - hello, good-bye
   e) interests - story, book, etc.
   f) actions - come, go, etc.
   g) environment - window, bed, hot, etc.
   h) names of persons.
2. Label objects and persons in the environment with the appropriate symbols.
3. Incorporate communication into daily activities.
4. Pair the symbols with concrete objects/pictures during initial teaching to provide contextual clues to meaning.
5. Review symbols:
   a) Have the student match to your sample. Start with several dissimilar pictures, and increase the difficulty of the discrimination (experiment to determine the smallest size of picture the student can see).
   b) Request the student to find a symbol from one of several.
6. Tracing symbols (when physically able) may assist in symbol discrimination.
7. Use questioning techniques, e.g. "What do you want?" by having student respond to his own board. (Construct your own boards so that symbols are added to the students personal board only after he has mastered them.)
8. Shape 2 or more symbol sequences.
9. Reward student for attempts and successes by using the symbols.

4. References

Blissymbolics Teaching Cuideline. Toronto, Can.: Blissymbolics Communication Institute, 1975.

Clark, C.R., and Woodcock, R.W. Graphic Systems of Communication. In L.L. Lloyd (ed.), Communication Assessment and Intervention Strategies. Baltimore: University Park Press, 1976.

Kates, B., and McNaughton, S., and Silverman, H. Handbook for Instructors, Users, Parents, and Administrators. Toronto, Can.: Blissymbolics Communication Institute, 1977.

Sailor, W., Wilcos, B. and Brown, Low (Eds.). Methods of Instruction for Severely Handicapped Students. Baltimore: Paul H. Brookes, 1980, chapter 7.

Subhas, C. Maharaj. Pictogram Ideogram Communication, George Reed Foundation for the Handicapped, Regina, 1980.

York, Robert L. and Edgar, E. Teaching the Severely Handicapped, Vol. IV. American Association for the Education of the Severely/Profoundly Handicapped. Seattle, 1979, p. 153-238.

C. Functional Words

The following is a list of suggested functional reading words which will assist the trainable mentally handicapped student function as independently as possible within the community. Additional words should be added to suit the individual student's needs. (An expanded list appears in the E.M.H. Curriculum Guide.)

1. Community Signs

ASSISTANCE
BICYCLES ONLY
BOYS/GIRST
BUS STOP
BUS ZONE
CASHIER
CAUTION
CLOSED/OPEN
CUSTOMER SERVICE
DANGER
DEPOSIT SLIP
DEPOT
DETOUR
ELEVATOR
EMERGENCY DOOR
ESCALATOR
EXIT/ENTRANCE
FIRE ESCAPE
FIRE STATION
FIRST AID
IN/OUT
INFORMATION
LADIES/GENTLEMEN
KEEP OUT
MEN/WOMEN
NO LOITERING
NO SMOKING
NO TRESPASSING
PEDESTRIAN CROSSING
PLAYGROUND ZONE
POISON
POLICE
POST OFFICE
PRESS
PUBLIC/PRIVATE
PULL TO OPEN
PUSH/PULL
PUSH TO OPEN
RAILROAD CROSSING
RESTAURANT
RESTROOMS
SALES DESK
SLOW
SOUTH/NORTH/EAST/WEST
STAIRS
STATION
STOP/GO
TAKE-OUT
TAXI
TELEPHONE
TICKETS
TRUCK CROSSING
UP/DOWN
USE OTHER DOOR
USE OTHER EXIT
WAIT
WALK/DON'T WALK
WASHROOMS
YIELD

2. Specific Words

a. Weather words
   - HOT/COLD
   - temperature

b. Days of week
   - Sunday, Monday, etc.
   - Sun., Mon., etc.

c. Months of year
   - March - Mar., etc.

d. Food labels/recipes
   - soup, mixed fruit, eggs, milk, etc.
   - "open other end", mix
   - "refrigerate after opening", etc.

e. Cleaning supplies/medicines
   - CORROSIVE, EXPLOSIVE, FLAMMABLE, POISON, "NOT RECOMMENDED FOR CHILDREN", "FOR ADULTS ONLY"

2. Specific Words (cont'd.)

f. Numerals
- 1 - 100

g. Color words
- red/green/yellow

h. Money words
- ¢, $, PAID, AMOUNT, DUE, CHANGE, BALANCE, CHARGE

i. Job related words
- Employer, Employee, Social Insurance Number, Birthdate, Previous Job Experience, School/ Previous Training

j. Personal words
- Name, Address, Phone Number, Street Address, City/Town, age, sex.

See Appendix for Functional Signs/Symbols.

NOTE: When teaching functional words it is important to note their configuration as they appear in the natural environment, e.g. capitals, lower case, so that they are taught in proper form.

RECEPTIVE COMMUNICATION (Listening)
Level 1

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The child:		
Responds when called.	Play name games, e.g. hide and seek. Use a physical/visual cue to obtain the child's attention. Reinforce the child for attending and gradually increase time attended.	Teaching Research Curriculum for the Moderately and Severely Handicapped, ch. 12. Project Vision-Up Curriculum. Portage Guide to Early Education.
Responds to a command, e.g. "Don't touch".	Physically cue the child when giving the verbal command. Redirect child after command is given.	
With assistance, responds to praise/criticism.	Exaggerate own actions in response to child's behavior. Have child model appropriate responses.	
Responds to varying vocal tones, e.g. good - GOOD.	Give the child verbal feedback regarding the consequences of his actions.	
Responds to music, e.g. clapping, rocking.	Physically assist child to clap, rock, etc. Initially use music with a steady beat. Use familiar songs with a repetitive beat.	Tom Thumb, Early Learning Library (records).

VIEWING
Level 1

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The child:		
Visually scans for an object.	Have child physically locate objects in the room. Have child physically locate hidden object, e.g. cookie.	Let's Look For: A Visual Perception Program. Portage Guide to Early Education.
Focuses on objects.	Have two children stand in front of mirror and ask child to identify himself. Make sure child stands in various positions, e.g. kneeling, sitting, sideways, behind, arms up, arms down.	A Step-by-Step Learning Guide for Retarded Infants and Children.
Tracks moving objects.	Have child follow a brightly colored object, e.g. a flashlight or a loud noisemaker, from point A to point B. Physically prompt movement of head if child cannot follow object. Have child move an object with his hands and have him follow it, e.g. toy car.	
Attends to directed visual input for 3 minutes, e.g. game.	Play hide and seek games, or play using manipulative toys. Reinforce the child's attending to the object. Gradually increase the time he must attend.	Puzzles - wooden. Puzzles - rubber. Project Vision-Up Curriculum. Consonant cards for peg board. Building Blocks.
Establishes eye contact.	Physically turn child's head in direction of person to whom they are speaking. Fade physical cues. Before child communicates, cue with "Look" and point to the person to be looked at.	Portage Guide.

VIEWING
Level 1

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The child:		
Imitates some relational concepts, e.g. in/out, using concrete objects.	Carry out action paired with verbal cue, e.g. "The block is in the box". Have child model action.	
	Play "Simon says": use concrete objects.	
	Play games with the child asking him to imitate action, e.g. crawl under the chair.	Speak for Yourself: A Language Program for the Mentally Retarded Child.
Imitates facial/body language.	Use exaggerated facial expression to express "happy", "angry", etc.	Teaching Your Wings to Fly.
	Play games where child must imitate your actions.	
	Play modelling games with the child, e.g. "So big", "Pat-a-cake".	
With assistance, travels outside, using visual cues, e.g. fence.	Direct the child's attention to specific features of the environment.	

EXPRESSIVE COMMUNICATION (Speaking/Non-Verbal)
Level 1

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The child:		
Uses sounds/single words/ gestures.	Praise approximations towards words/gestures. Shape sounds into words, e.g. when child says, "m m m"; say "m m m mom".	The Teaching Research Curriculum for the Moderately and Severely Handicapped.
Points to desired object, e.g. cookie.	Sing songs with repetitious words or words that fade out as the song progresses, e.g. "Bingo", "Old MacDonald".	Peabody Language Development Kit. Portage Guide to Early Education.
With assistance, communicates familiar name, e.g. Mommy.		
With assistance, communicates first name.	Prompt child. Fade prompt. Initially accept approximations.	
Identifies some familiar objects/persons.	Present various familiar objects and ask, "What is this?" Say word. Have child imitate. Gradually fade cues. For nonverbal child have him imitate sign or shape his hand into correct sign. Play "Show me" games using concrete objects/pictures or symbols for nonverbal.	Language Acquisition Program for the Retarded or Multiply Impaired.
Makes needs known.	Present two concrete choices to child and have him choose. Have him repeat verbal label, where appropriate. Reinforce immediately when the child uses a symbol/ sound/gesture to make needs known.	

Note: Most objectives and strategies may be used for both verbal and non-verbal students, using slight modifications as appropriate for the particular student.

EXPRESSIVE COMMUNICATION (Speaking/Non-Verbal)
Level 1

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The child:		
	Present item to the child and say "Would you like the ...?" Praise reply and respond to his request.	
Communicates, using facial expression.	Hold mirror up to child's face and say, "You look happy (sad)".	
	Model facial expressions for happy and sad. Have the child mimic this in front of mirror while you label the emotion.	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The child:		
Points to familiar objects.	Present object to child, say "Point to the ..." Guide child's hand to the proper response. Fade out physical prompt and increase the number of alternatives.	McDonald Starters Series.
	Present pictures to child and describe, then have him point to specific items from your description.	Consonant Pictures for Peg Board.
	Present two personal belongings to the child and have him give you one of them on request. Increase alternatives.	
Sorts familiar items, e.g. ball, cup.	Request a specific toy out of a selection of two. Guide the response.	
	Request a number of the same items, e.g. "Please pass me all the dolls".	
	Show the child that his coat goes in the closet and his toys in the box. Use a hands-on approach, then fade.	
Tracks from left to right.	Physically guide child's head to follow an object.	
	Use the child's favorite toy and reinforce his tracking of the toy.	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The child:		
Scribbles with primary crayon.	Provide child with crayons and other marking materials; reinforce and encourage self expression.	

RECEPTIVE COMMUNICATION (Listening)
Level 2

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The child:		
Responds to full name.	Physically cue child when name is used. Play name games.	Speak for Yourself: A Language Acquisition Program for the Mentally Retarded Child.
Associates name with familiar others, e.g. peers.	Using photos of familiar others have child label by name. Have children sit in a circle. Call out a name and ask a specific child to do an action, e.g. stand up.	Let Me Speak. Language at Home.
Associates sounds with specific objects, e.g. animals, fire alarm.	Play games in which you make sounds accompanied by facial expression. Have child guess the object that makes the sound. Have child make sounds, have other children guess source. Have different sounds on tape, accompanied by slides/pictures depicting the sound, e.g. telephone ringing and a slide of a telephone.	Peabody Language Development Kit. Listening Skills, Unit 1.
Follows one-step direction.		
Responds to praise/criticism.		
Responds to increased number of vocal tones.	Provide feedback to child's actions in appropriate tone of voice. Expose child to a variety of vocalizations and give labels.	Rhythm Instruments. Speak for Yourself: A Language Acquisition Program for the Retarded Child. Listening Skills, Unit 1.

RECEPTIVE COMMUNICATION (Listening)
Level 2

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The child:		
Joins group when name is called.	Physically accompany child to group (teacher or peer).	Listen!
	Beckons child to join the group. Reinforce child for joining the group, e.g. have him start off the group's activity.	Why Didn't I Think of That!
With assistance, claps/ stamps to simple rhythm when mobile or stationary.	Have child imitate actions to correspond with music.	Tom Thumb Early Learning Library (records).
	Have child participate with other children in a variety of musical exercises, e.g. rhythm bank, marching, variety of rhythm instruments.	

VIEWING
Level 2

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The child:		
Visually attends to stationary objects.	Use various physical, visual and auditory prompts to gain child's attention. Gradually withdraw prompts and increase time child is required to attend.	
With assistance, locates specific objects contained in pictures.	Play picture bingo, start with simple pictures. Point to object, have child imitate. Cover up any extraneous objects to direct child's attention to specific object. Point to a specific object and then have child model this behavior, e.g. blocks, ball: "Point to all the ones that are the same".	Lets Look For: A Visual Perception Program. McDonald Starters Series. Create a Story. Action in Learning. Story Cards - Tell What Part is Missing.
Attends to directed visual input for specified time, e.g. television program.	Use a cueing procedure and gradually fade out.	
With assistance, maintains eye contact.	Physically move child's face in direction of others when they talk to him. Prompt child before he speaks by saying "Please look at me when you speak". Hold finger up to obtain attention and have child follow it to your face.	

VIEWING
Level 2

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The child:		
With assistance, differentiates between first/last, before/after, using concrete objects.	Have child physically put himself in the first of the line, at the last of the line of students. Use the natural time line to build in those concepts, e.g. have child wash hands before lunch and after going to the washroom.	
Differentiates between some relational concepts, e.g. open-shut.	Model a relational concept, e.g. shutting the door. Have child imitate; pair with verbal/nonverbal cue. Ask questions such as, "Is the door open or shut?".	Opposite Concepts. Language Acquisition Program for the Retarded and Multiply Impaired.
Interprets some facial/body language.	Show pictures of "happy" to child and have him model emotion. Act out "happy" and have child label. Talk to class about things that make you happy and sad.	The Big Book of People and Words.
Locates some major landmarks outside within viewing distance, e.g. tree in yard.	Take field trips in immediate community. Point out specific objects. Play locating games.	

EXPRESSIVE COMMUNICATION (Speaking/Non-Verbal)
Level 2

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The child:		
Spontaneously uses familiar words in the environment.	Praise the child's attempts to label the objects in immediate environment. For the nonverbal child encourage spontaneous signing.	Helping Young Children Develop Language Skills. Pictogram Ideogram Communication.
With assistance, communicates first name and age.	Have child imitate his name in response to "What is your name?". Prompt child by signing the first part of his name and have him complete it, e.g. sign, picture of self for the nonverbal. Use song games where each child names others and identifies himself.	Language Master. Teaching Research Curriculum for the Moderately and Severely Handicapped, ch. 14.
Labels some familiar objects/persons.	Have child hold and manipulate object whenever possible while you verbalize the label and have him imitate your word/sign.	Farm Lotto. Go Together Lotto. World About Us Lotto.
With assistance, uses some plurals, e.g. cats.	Present child with more than two objects which he already has labels for. Say the label, stressing the "s" at the end of the word. Play games, "Show me the shoe", "Show me the shoes".	Developing Oral Language with Young Children.
Makes needs known.	Reinforce the child's attempts to verbalize/gesture needs. Present a concrete item (toy, food) and ask child if he wants it.	Communication Manual "E".

Note: Most objectives and strategies may be used for both verbal and non-verbal students, using slight modifications as appropriate for the particular student.

EXPRESSIVE COMMUNICATION (Speaking/Non-Verbal)
Level 2

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The child:		
Responds to emotions, e.g. happy, sad.	Have pictures of child smiling; say "You look happy". Exaggerate gestures/voice when talking about a specific emotion. Show pictures of persons expressing obvious emotions. Have child find the happy/sad person.	

READING
Level 2

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The child:		
With assistance, labels pictures of familiar objects.	See Expressive Communication, Level 2.	Consonant Pictures for Peg board. McDonald Starters Series.
Recognizes first name in print.	Present the child's name and have him identify it from a choice of two. Increase choices. Label the child's picture/storage area, e.g. hook for coat.	Speak For Yourself: A Language Program for the Retarded Child.
Distinguishes between like shapes, e.g. triangles/squares.	Color cue shapes to facilitate discrimination. Fade color cues. Increase number and similarity of shapes over time. Set up game situation where shape discrimination is important.	Puzzles - rubber.
Matches to sample.	Have child return items to their proper storage area by marking each area with a sample of the item, e.g. picture, symbol.	
With assistance, follows left/right format, e.g. words, pictures.	Use piece of cardboard to block out the rest of the page, moving it across the page in a left to right fashion. Use activities that require the child to move from left to right.	I Can. Teaching Your Wings to Fly.

HANDWRITING
Level 2

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The child:		
Explores use of different media, e.g. finger paints, pencils.	Provide assistance to the child in using various media. Provide two different media, e.g. clay, finger paints, and discuss differences in texture and applications. Structure project designs for child to utilize and experience various media.	Activities for Preschool/Kindergarten Language Development.
Makes circles and lines.	Provide child with activities in which he traces lines. Fade the outline of these lines to the point where he is producing them independently. Use above procedure for circles after the child is able to make a line.	Wipe-Off Cards. Trainable Children: Curriculum and Procedures.

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The child:		
Traces some letters of the alphabet.	Have child trace over letters of name using either large block letters or broken lines.	Alph-a-Space Combination.

RECEPTIVE COMMUNICATION (Listening)
Level 3

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Responds to sounds in the environment, e.g. lunch bell, honking horn.	Introduce student to source of sound, e.g. bell ringing. Show student what to do when they hear a specific sound, e.g. horn honking. Role play student's response to situation, e.g. fire alarm. Put various sounds on tape and have student label and respond to the sound.	Super Ears. Listening Skills, Unit 1. It's a Happy Feeling. Tom Thumb Early Learning Library (records).
Follows simple directions.	Provide direction and model the response. Have student follow the direction given and provide feedback regarding appropriateness of response. Have students follow each other's directions.	Speak For Yourself: A Language Program for the Retarded Child.
With assistance, responds to command/praise/criticism.	Give a variety of verbal/non-verbal commands/praise/criticism and have student model response. Role play situations in which student responds to verbal command/praise/criticism in more than one way, e.g. "Please stop talking", "STOP, cars coming".	Peabody Language Development Kit, Level 3.
Differentiates between, and labels, obvious emotions (based on hearing).	Put different emotional situations on tape. Have student label emotions, e.g. laughter, crying, anger, sad.	Action in Learning.

RECEPTIVE COMMUNICATION (Listening)
Level 3

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Takes turn in a group when teacher/peer calls name.	Set up a group situation. Go around in the circle where each student knows their turn comes next.	
	Randomly pick students to have a turn.	Language at Home, Level 1.
	Play games in which students pick out the next player.	
Responds to more complex rhythms.	Increase variety of music. Play music of student's choice.	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Changes level of attention to suit the level of viewing task.		
Locates specific objects in print.	Use picture cards with only one object. Have student select an object from several cards. Use a frame to guide student's attention to specific objects.	Consonant Pictures for Pegboard. Concepto-sort. Flora and Fauna kit.
Labels some objects in print, e.g. cars on page.	Play sorting games. Have student match symbol to picture; sign object name.	The Classification Game. Go Together Lotto. McDonald Starters Series.
Attends to directed visual input of increasing length of time.	Reinforce the student's attending. Gradually increase the time attended.	
Maintains eye contact.	Position student to maintain eye contact. Verbally cue student before speaking, e.g. "Look at me".	
With assistance, arranges pictures to form simple visual sequences, e.g. first/last.	Help student draw up chart of own daily routines. Have student sort pictures into a story sequence. Use backward/forward chaining. Use symbols for nonverbal children.	World About Us Lotto. What's Missing Lotto.

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
	Gradually withdraw cues, e.g. pictures of using a telephone, ordering a hamburger at a restaurant.	
With assistance, places objects/self in specific relational context.	Play games where the student must place objects in specific relational context.	Language Acquisition Program for the Retarded and Multiply Impaired.
Interprets some facial/body language.	Set up playing situation in which different gestures/ emotions are exhibited. Set up impromptu situations in which student must respond. Give feedback re appropriateness of his response.	Body Language.
Describes main features of natural environment viewed, e.g. "Big tree".	Incorporate these terms in conversations with the student while on field trips. Take students on a scavenger hunt where they must locate items from given verbal descriptions. After the gesture/symbol has been learned, e.g. tree, then and only then add descriptions.	Flora and Fauna kit.

EXPRESSIVE COMMUNICATION (Speaking/Non-Verbal)
Level 3

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Uses noun/verb combinations, e.g. "Me eat".	When student knows action (drink) add the pronoun to sentence combination. Have student model. Model use of two words/signs. Gradually decrease cues until student can use two words/signs on own.	Teaching Research Curriculum for the Moderately and Severely Handicapped. Flying Staircase. Flying Start: Learning to Learn and Things Alive. Target on Language.
Communicates full name.	Ensure student uses own first name and then shape the use of last name (verbal/gesture).	
Responds to specific questions re self, e.g. "How old are you?".	In each new question model response and shape its use. Have peers ask questions of each other.	
Labels a wide range of familiar objects/persons.	Playing locating games using concrete objects. Increase the number of objects presented and introduce community based labels and functional words. Have student pair picture with symbol; picture with sign.	Peabody Articulation Cards. Language at Home, Level 1. Goldman-Lynch Sounds and Symbols.
Uses some plurals, e.g. cats.	Present student with more than two objects which child already has labels for. Say the label, stressing the "s" at the end of the word. Play games, "Show me the shoe", "Show me the shoes".	Let Me Speak.

Note: Most objectives and strategies may be used for both verbal and non-verbal students, using slight modifications as appropriate for the particualr student.

EXPRESSIVE COMMUNICATION (Speaking/Non-Verbal)
Level 3

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Verbalizes needs in question format, e.g. "Me go?".		
Labels emotions from simple situations, e.g. angry, excited.		I Can Make a Rainbow.
Communicates appropriately in group situation, e.g. takes turns.		

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Recognizes familiar community facility signs, e.g. telephone booth, washrooms.	Take the student on field trips and point out various signs. Have student find a similar one in the community. Where possible, have student use facility after locating it, e.g. telephone booth. Present slides of community scenes. Have student identify the facilities in the slides. Discuss who uses them, why, when.	Functional signs (Appendix). Road Signs of the Times. Functional Signs Match-Up. Training for Independence - Recognition of Functional Words.
Points to name on I.D. card on request.	Have student present the I.D. card on request. Praise student for keeping it in his pocket and reinforce the importance of it containing his name, address and telephone number. Role play situations in the community where the student may have to present his card.	
Matches like functional words/symbols.	Have student pair word with symbol/sign. Go into community and point out similar signs and discuss their usage. Play bingo, presenting visually the sign to be matched.	Survival Signs. Look Alike Because, Levels 1 and 2. Functional Signs Match-Up. Learning About Numbers Manual.

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Sequences some letters, in words, e.g. name.	Cue student to say/write first letters of his name. Print out the student's name with the last letter slightly faded, e.g. Peter. Fade out the last letter until the student can produce this by himself. Use this procedure for the rest of the name in a backward chaining technique.	Alph-a-Space. Flying Start: Learning to Learn and Things Alive. Workjobs.
Finds top, middle and bottom of reading materials, e.g. clock face, menus, signs.	Have student identify these positional points on his own body. Use concrete items so that the student can manipulate them; point out and have student model the various positional labels.	Functional Signs. Telling Time. Road Signs of the Times. Story Sequence. Opposite Concepts.
Positions book/paper correctly.	Model proper position. Physically move the student into the proper position.	
Waits for receipt when making purchase.	Before a field trip discuss what a receipt is, e.g. who gets one, who gives it and why. Role play with the student the process of purchasing an item. Take student through a cashier line, explain the process. Then have him do it while you assist.	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Recognizes own bus, e.g. number, letter, picture.	Provide student with a card with his bus number on it and cue the actual bus when possible. Fade both of these. Have student sort cards with numbers that are slightly similar, e.g. 73-37. Emphasize differences. Show slides of buses and point out where the number is on the bus. Then have the student point out the number and tell you what it is on the actual bus.	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Holds a pencil/paper correctly.	Use a hands-on approach to place student's fingers into the proper stipod grasp. If this is not possible use an adaptive grasp, e.g. four fingers around pencil. Shadowboard the student's desk to show him where to place his pencil when not in use and where his writing paper should lie. Fade shadowboard.	Pencil holders. Name Writing.
Uses correct body position when writing, e.g. sits up straight.		
Copies familiar shapes, e.g. circle, square.	Give student a concrete shape to trace the perimeter. Have student trace activities with the shapes outlined in dark lines. Then fade out intensity of the lines, so he is producing them independently.	Trainable Children: Curriculum and Procedures. Wipe-Off Cards. Feel and Match Combination Set.
With assistance, joins some geometric shapes/lines to form figures, e.g. letters, numbers.	Present completed figure, e.g. letter, having the components of the figure colored differently, e.g. d blue red. Have student practise the various shapes involved in the figure. Have student trace figure on worksheets that have been cued to emphasize the various shapes within.	Dubnoff School Program 3. Fairbanks Robinson Program, Level 1.
Prints some letters independently.		

SPELLING
Level 3

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Copies some letters of the alphabet.	Initially, use template to have student form letters. Color code the beginning and end of the letters. Use directionality arrows.	Trainable Children: Curriculum and Procedures.
Recognizes some functional words.		
Associates sounds with some of the common consonants and vowels.	Introduce dissimilar consonants first such as M and R. Show student a consonant/vowel and have him model the sound. Fade the physical cue, and question "What does this say"? "Show me (name)".	Flying Start.

RECEPTIVE COMMUNICATION (Listening)
Level 4

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Classifies sounds according to importance, e.g. siren.	Teach the importance of emergency sounds. Show slides of emergency vehicles accompanied by sounds. Model how to respond to that sound. Have student respond to these sounds and give feedback.	
Follows more complex directions.	Provide direction and model response. Ensure the student can follow the first step of the directions before adding the second part. As student completes first part of direction, add the next part of the sequence. Gradually increase speed of directions.	Listening Aides Through the Grades. Distar Language Levels 1 and 2 (revised). Listen!
Responds to command/priase/ criticism.	Set up situations in which response to praise/criticism verbal command is a prerequisite to the next step, e.g. puzzles.	Project Me - Let's Look For.
With assistance, differentiates between, and labels, less obvious emotions (based on hearing).	Role play different emotional situations. Have student label the emotion. Show pictures of different emotional situations. Help student to identify the emotion associated with the picture. Have student use free imagination to follow through the emotional sequence.	Moods and Emotions. New Wheels. Mom's New Job. I'm Running Away. New Neighbours.

RECEPTIVE COMMUNICATION (Listening)
Level 4

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Responds to directions given to a group in familiar setting.	Cue group to listen to the speaker. Have student ask questions on what has been said. Reinforce student for listening and asking questions.	
Responds appropriately to different types of music, e.g. western vs. church music.	Cue student regarding appropriateness of response to music.	Music for Fun, Music for Learning. Peace, Harmony and Awareness. It's a Happy Feeling.

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Identifies some non-print visuals, e.g. signs.	See Living/Vocational Skills Section: Travel. Point out various signs while on community excursions. Take class on a photo-taking expedition to take pictures of signs.	Functional Signs (appendix). Concepto-sort. Go Together Lotto Sign Language.
Discriminates between essential and non-essential detail.	Have student role play what a picture is about. Ask student to describe people in the classroom.	Speak for Yourself: A Language Acquisition Program for the Mentally Retarded Child. Story Cards: Tell What Part is Missing.
With assistance, maintains eye contact through distractions.		
Attends to directed visual input for a specific period of time.		
Relates a simple sequence viewed in picture format, e.g. sequence cards.	Describe the action while the student is looking. Direct student's attention to first/middle/last.	Consumer Sequential Cards. Visual Sequential Memory Exercises. Sequential Picture Cards I and II. Perception Task Cards. Perceptual Skills Curriculum.

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Indicates a relational position of self/object in response to a specific question.	Have the student perform various relational activities using both objects and persons, e.g. put all the chairs around the table, go sit on the chair.	Teaching the Moderately and Severely Handicapped. Discovering Opposites. Language Acquisition Program for the Retarded or the Multiply Impaired.
Changes position of self/object in response to a specific situation, e.g. moves closer to table.	Direct the student's attention to a variety of stimuli. Prompt student, e.g. "Push the cart down the right hand side of the aisle". Fade prompt.	
Responds to increasing number of facial/body language situations.	Direct student's attention to different facial/body gestures and what they mean. Play charades where student must guess what the body action means.	Body Language.
Describes natural material viewed with detail.	Go on scavenger hunts. Have students compare similar/dissimilar characteristics. Take photos while on expeditions. Point out details to students.	Flora and Fauna of Alberta. Poems and Pictures.

EXPRESSIVE COMMUNICATION (Speaking/Non-Verbal)
Level 4

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Uses simple sentences, e.g. "I want a cookie".	Cue student to talk in a sentence. Model signing a sentence and have the student repeat it.	Teaching Research Curriculum for the Moderately and Severely Handicapped. Pictogram Ideogram Communication.
Communicates personal information about self, e.g. telephone number.	Play games where student must identify himself when his address or telephone number is read. Have student use the I.D. card to recite phone number and address. Fade this visual cue out over time.	Let Me Speak. I Have Feelings.
With assistance, gives general information about familiar situations.	Role play with student incidents where he should give pertinent information.	
Labels familiar objects/persons, using adjectives.	Play attribute and sortings game to teach concept of color, shape, size adjective concepts. Point to the object and say, "This is an orange chair". Have student repeat; withdraw the verbal cue. For nonverbal student have student use color attribute in conjunction with label, e.g. orange juice.	Play 'N Fit. Fit-A-Shape. Concepto-Sort. Early Childhood Math. Project Me; Try This on for Size and Shape. Create a Story. Learning Staircase: Learning Through Movement.

Note: Most objectives and strategies may be used for both verbal and non-verbal students, using slight modifications as appropriate for the particular student.

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Uses plurals.		
Asks simple questions to suit the situation.	Model the type of questions which may be asked, e.g. "You want this?" for nonverbal. Set up situations, have student ask own questions. Give feedback regarding the appropriateness of the questions.	
States why an emotion takes place in a simple situation.	Role play a situation and prompt student's discussion of emotions involved in the situation. Show pictures/slides which show emotions and have student tell why he thinks the emotion was exhibited.	
States some of own emotions.	When student looks happy say, "You look happy today, why?". When student exhibits an emotion ask, "How are you feeling?" If student mislabels emotion give student appropriate label and explain that label.	I Have Feelings.
Communicates appropriately in group situations, e.g. voice level.	Model appropriate social conversation. Cue student regarding appropriateness of his communication techniques. Have students role play "good" and "poor" speech. Whenever possible in a group give immediate feedback regarding appropriateness of student's communication.	

READING
Level 4

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Matches word to the familiar community facility, e.g. telephone booth.	Go into the community and point out the various facilities; have the student use them, e.g. store, restaurant. Play bingo type games where the picture is presented and the student has to cover the corresponding word. Cue and fade out as necessary.	Distar Reading: Levels 1 and 2 (revised). Distar Language: Levels 1 and 2. Education for Independence. Real Life Reading. Sign Language: A Survival Vocabulary.
Presents information on I.D. card: name, address, phone number.	Ensure student has an I.D. card in his possession. Have student practise producing information on this card.	Training for Independence - Recognition of Functional Words. Functional Word Match-Ups.
Responds to functional words in context.	Take student into the community and have him use the various facilities. Arrange for various activities that require student to find and use these facilities, e.g. store.	
Alphabetizes by first letter, e.g. names, files.	Ensure student can match letters that are the same. Then with cued material have student match material to file. Fade cue.	Alph-a-Space.

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Identifies some information required on simple forms, e.g. library card.	Cue I.D. card to match that of cued form. Fade cues. Provide actual forms and have student fill them out with your assistance.	
Locates specific item on reading material, e.g. price tag, size, menu selection.	Teach the student that there are various cues to look for to find specific information, e.g. for size - on the tag it will be printed, usually in the middle and will be after the letters SIZE. This can be emphasized by increasing the size or color of these letters on a simulated tag. Go into the community facilities and use actual reading material.	Real Life Reading. Sign Language: A Survival Vocabulary. Reading Labels.
Interprets some information on cash register receipt, e.g. total, date.	Purchase several items with student. Then review cost of item, amount paid, change received. Point these out on the receipt. Have student fill in simulated receipts given specific purchases. Facilitate this by role playing the purchasing.	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Utilizes reading skills, e.g. to take appropriate bus.	Role play the appropriate behavior on the bus. While riding the bus with the student, point out and interpret the signs he should be attending to.	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Uses correct body position when writing, e.g. sits up straight.	Model proper posture. Move the student's body into the proper position. Reinforce the student's successive approximations to proper posture.	
Joins some geometric shapes/lines to form figures, e.g. name, number.	Present completed figure. Have student practise shapes independently, then use shadowboard or stencil to produce figure.	Dubnoff School Program 3. I Can Do It: Manipulative Series.
Forms words in left to right pattern on a designated spot.	Use a piece of cardboard to block out rest of page so student attends only to the specific area necessary. Move the cardboard across page in a left to right fashion.	
	Trace out letters on designed spot and have the student copy. Fade the letters.	Name Writing.
Writes first name.		

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Copies some printed words in context.	Have student take field trips into community to copy words or take pictures, e.g. telephone or type of telephone booth.	
Spells some key information from memory.	Select one piece of information at a time to teach using a cueing/fading method, then provide worksheets for student drill.	Perception Task Cards.
	Vary the formats on which the information is transferred, e.g. "Please write your name on the top of page", "Sign here: written signature".	Name Writing. Washington State Cooperative Curriculum, Binder 2.
	Have student use a typewriter to transfer information.	
Associates sounds with an increasing number of consonants and vowels.		Flying Start: Learning to Learn and Things Alive.

RECEPTIVE COMMUNICATION (Listening)
Level 5

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Modulates sounds according to need, e.g. turns up stereo, whispers.	Create situations which require student to modulate sound, e.g. speaking over a record playing, whispering while others are at work. Cue student when it is appropriate, e.g. when playing record player too loudly or speaking too softly.	
Follows specific directions, community based.	Role play a number of situations in which student asks for and is given directions. Set up situations in community in which student must ask for directions.	Distar Language Levels 1 and 2 (revised). Receptive Language Activities.
With assistance, discriminates between appropriate and inappropriate commands/praise/criticism.	Reinforce student when response is appropriate. Cue student when response is inappropriate. Role play situations with criticism/praise, if it is appropriate or inappropriate; have student explain why.	
Differentiates between, and labels, less obvious emotions (based on hearing).	Increase number of emotions which student is exposed to.	I Know How You Feel. Project Me - Lets Look For.
Responds to directions given to a group in familiar setting.	Ensure that group commands are built into everyday classes. Cue student to follow another peer who is responding.	Speak for Yourself. EARS (Early Approaches to Reading Skills). Listening Skills, Unit 2.

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
	Assign different students as leaders.	
Responds appropriately to different types of music in various settings.	Have dance classes. Set up school dances where appropriate social behavior is expected; when dancing with a partner, asking someone to dance.	

VIEWING
Level 5

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Relates meaning of non-print visuals, e.g. signs.	Take student to a shopping area and have him find the store which is appropriate for a specific purchase. Shop for groceries according to categories, e.g. fruits, vegetables.	Real People at Work.
Describes relevant details without visual cues.	Have student describe various 'imaginings'. Ask student to close his eyes and imagine a specific scene. Ask student to describe the scene. Play taped stories. Ask student to describe the relevant details pertaining to the story.	Peace, Harmony, and Awareness: A Relaxation Program for Children. Troll Read-Alongs.
Views attentively for a specific period of time.		
Maintains eye contact through distractions.		
Relates a simple sequence viewed in action format, e.g. film, television.	Have student arrange pictures in order, describing the sequences as he puts them in order.	Consumer Sequential Cards. Sequential Cards, I, II and III.
States relational concepts in a variety of situations.	Have the student look at pictures, slides, films, etc. Ask questions: "Where is the . . . . . ?"; "The . . . is at the . . . of the box". Have student complete sentence.	Speak for Yourself.

VIEWING
Level 5

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Changes position of self/ object in response to a specific situation, e.g. following distance.	Direct the student's attention to a variety of stimuli.	
Responds accurately to body language cues.	Role play specific situations. Play charades where student must guess correct meaning of a gesture.	Body Language.
Compares sensory impressions from natural environment viewed.		Flora and Fauna of Alberta.

EXPRESSIVE COMMUNICATION (Speaking/Non-Verbal)
Level 5

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Uses a combination of different sentences, e.g. "May I have a cookie? I'm hungry".	Prompt student with questions after he makes a statement so he gives you more information. Have "show and tell" situations where the student is advised, before he speaks, to discuss the object under certain dimensions, e.g. tell first, where they got item, when, and what it is used for. Reinforce any attempt to use more than one sentence, throughout the day in other activities.	Pictogram Ideogram Communication.
Gives general information about self.	Provide a framework in which to relay this information, so that the student is able to give relevant rather than irrelevant information. Use a cue card with relevant items listed. Set up situations, e.g. games, songs, where the students introduce themselves to each other.	
Gives general information about familiar situations.	Provide student with a framework to give this information, e.g. cue cards, lead questions or modelling. Take field trips into the community to view various situations and discuss upon returning to the classroom.	Moods and Emotions.

Note: Most objectives and strategies may be used for both verbal and non-verbal students, using slight modifications as appropriate for the particular student.

EXPRESSIVE COMMUNICATION (Speaking/Non-Verbal)
Level 5

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
	Play games where student is rewarded for the amount of information he provides regarding a particular topic.	Peabody Articulation Cards.
	Have a scavenger hunt where the item is described rather than labelled.	
Describes object/person in more than one way, e.g. same/different, adverbs.	Present student with two objects and have him describe similarities and differences. Highlight with a color cue to assist student in this discrimination.	ABC Lotto. What's Missing Lotto.
	Provide student with a framework with which to describe an object or person. Provide a card with key questions, e.g. size, shape, color.	
Uses irregular plurals, e.g. mouse - mice.	Teach the singular noun first, pair with picture of groups and teach, e.g. tooth - teeth.	
	Play games.	
	Set up situations in which the plural is used to explain the situation.	
Uses some verb tenses, e.g. past tense.	Have student complete an action. Ask what he did. Have student state what action he says in past tense. Model responses if necessary.	
	Ask student what he did previously, cue regarding which verb to use, e.g. "I watched television".	Let Me Speak.

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Asks appropriate questions in familiar situation.	Set up specific situations and demonstrate types of questions which are acceptable; have student model. Provide feedback regarding appropriateness of questions throughout the day. Before student speaks, cue, "Am I the person to ask", or, "Is this the right time to ask me a question".	
Interprets and labels emotions in a simple situation.	Use role play, pictures.	Moods and Emotions.
Explains reasons for own emotions.	When student exhibits an emotion, ask, "Why are you ...?" Have student explain reasons in words they know. Guide the student to express all the reasons he is feeling that way. Cue student regarding appropriateness of reason as related to emotion shown.	
Addresses a group in a familiar situation.	Set up a group situation of peers and have each student take a turn speaking. Start with introducing self to group, describing what someone is wearing, etc. Nonverbal students should participate as well.	

READING
Level 5

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Reads some labels when in context, e.g. grocery words.	Take the student on various field trips and point out and label or have the student label various items.	Sign Language: A Survival Vocabulary. Distar Reading Levels 1 and 2 (revised).
Presents full information on I.D. card: age, sex, whom to contact in case of emergency.	Have student practise presenting information.	Functional Signs Match-Up.
Reads, and responds appropriately to, functional words.		Functional words (appendix).
Uses personal address/telephone book.	Assist student in developing a personal address/telephone book. Teach student to file and retrieve by using the first letter of the last name. Use cueing of the file letter and the first letter in the last name to facilitate this.	
Identifies information required on simple forms, e.g. cheque, catalogue order form.	Get actual forms and practise filling them out. Go on field trips and practise filling out forms.	Forms In Your Life. Real Life Reading. Real Life Math. Real Life Reading and Writing on the Job.
Responds to specific written materials, e.g. prices of items, menus, time.	Simulate material, cue key words that are relevant. Model how to respond to the cues. Fade cue.	Math Activity 2, 3, 4.

READING
Level 5

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
	Accompany students into the community in a variety of situations and cue what to watch for.	Young Homemakers Series.
	Send students out for specific purchases or to a restaurant to practise the skills.	
Reads key words on a bill, e.g. name, amount, date due.	Provide practise.	
Utilizes reading skills to travel independently, e.g. bus.	Practise this in the community, pointing out signs the student should attend to.	Training for Independence - Recognition of Functional Words.

HANDWRITING
Level 5

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Prints words.	Have student use manuscript and join letters, e.g. JOHN.	
Writes some personal information.		Cursive Wipe Clean Cards. Forms In Your Life.

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Copies printed words in context, e.g. food labels.	Color code word on the item, e.g. tins of food, laundry tags. Fade cues.	
	Have student copy word that is emphasized.	
	When writing forms, cue information to be copied, e.g. cheque: Pay to the order of _______.	
Spells key information from memory.	Have the student generate information into a number of structures situations, e.g. role play applying for a job.	
	Use the student's real life situations such as applying for a bank account to provide spelling list.	
	Provide drill and repetition worksheets to ensure mastery.	
Utilizes some phonetic clues in spelling, e.g. short vowels, initial consonants.	Cue those relevant sounds which are important in sounding out a word or discriminating one word from another, e.g. "What washroom sign begins with L?" (LADIES).	
	"Put all the words which begin with B together".	

RECEPTIVE COMMUNICATION (Listening)
Level 6

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Follows general directions, community based.	Increase number of situations student is exposed to.	
Discriminates between appropriate and inappropriate commands/praise/criticism.		
Differentiates between, and labels, less obvious emotions (based on hearing).		
Responds to directions given to a group in the community, e.g. bus depot.	Take student into the community and train him according to his needs, e.g. waiting for a bus.	
Responds to music in leisure time, e.g. community dance.	Expose the student to a number of situations that allow him to form preference.	

VIEWING
Level 6

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Responds appropriately to non-print visuals, e.g. traffic signs.	Provide opportunities for the student to practise responding to community signs.	Real Life Reading. Self Care Series. The Problem - Acne.
Describes experiences formulated from material viewed, e.g. print and non-print.	Have student view slides, films, television, etc. and relate to others what he sees and how it affects him.	Poems and Pictures.
Views attentively for a specified period of time.	Show pictures and ask the student to describe them. Start with large, uncluttered pictures. Gradually decrease size and increase amount of information in picture. Show objects momentarily and have student describe when hidden.	Moods and Emotions. Clothing Care Series. Safety Series. Bicycle Series.
Identifies visual presentations as being real or fantasy.		
Responds to visual cues in the community, e.g. negotiating aisles.	Show slides, video, etc. and ask student: "Did you like it"; "Why or why not": "What did you like best in it". Show slides, etc. of people expressing different feelings.	
Responds appropriately to body language cues.	Ask student to describe that emotion and why it might have taken place.	Body Language.

VIEWING
Level 6

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
	Go out in the community and view various situations of people interacting, e.g. people kissing at a bus stop, sales person being rude.	
	Back in the classroom role play what could have happened.	
Draws conclusions about situations based on body language cues.	Show pictures and have student guess conclusion.	
	Role play specific situations	
Describes sensory impressions from materials that have been viewed, e.g. spring flowers.	Encourage students to describe visual impressions as well as other sensory impressions, e.g. auditory.	

EXPRESSIVE COMMUNICATION (Speaking/Non-Verbal)
Level 6

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Carries on a conversation, e.g. describes familiar situations, gives directions, sequences events.	Help student to link sentences together by asking questions, e.g. "And then what did you do?". Ask student to give directions in a simple situation, e.g. one step directions. Provide the first portion of an if/then statement and have student complete it with or without suggested alternatives.	The Cola Kit.
Uses verb tenses correctly.	Show a series of visual action scenes; have student describe what has happened/ is happening and will happen. Cue on appropriate verb tenses. Reinforce accurate verb usage in everyday conversation; cue when verb usage is incorrect.	
Uses antonyms/synonyms.	Have student sort pictures depicting opposites and/or similarities. Ensure that student labels cards, e.g. hot "is opposite to" cold, car "is the same as" automobile. Play games "What is the opposite of?".	Discovering Opposites.

Note: Most objectives and strategies may be used for both verbal and non-verbal students, using slight modifications as appropriate for the particular student.

EXPRESSIVE COMMUNICATION (Speaking/Non-Verbal)
Level 6

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Asks appropriate questions in a variety of situations.		
Responds appropriately to other people's emotions.	Give feedback regarding appropriateness of student's response to other peoples' emotions.	
	Set up situations in which various emotions are portrayed and give feedback regarding student's response.	
Describes other person's emotions accurately.	Set up situations in which student is asked about consequences or causes of specific emotions.	
	Show video-tapes of different situations and ask students to state if a person's response was appropriate or not.	
Addresses a group in a familiar situation.	Give students a topic to discuss, e.g. what happened on the weekend, how to get to his house.	
	Prompt student to build up a series of ideas.	
	Reinforce proper speaking habits, e.g. look at the group, stand/sit still.	

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Reads labels out of context, e.g. item on grocery list.	Have student sort cued cards of various functional words.	
	Ask the student what the label is and as he verbalizes you say it with him.	
	Read label and have the student repeat it.	Survival Reading Task Cards.
Presents personal information in a number of ways.		
Reads, and demonstrates understanding of, functional words, e.g. recipes, I.D., instructions.	Provide student with a symbol dictionary.	Cooking Activities for the Retarded Child.
	Cue various key words, e.g. tablespoon vs. teaspoon, and cue corresponding items. Fade cues.	Help Yourself to Food. Forms in Your Life. Telling Time. Budgeting Workbook. Sign Language: A Survival Vocabulary.
Uses telephone directory to find specific names/numbers.	Have student find simple names, e.g. 4 letters, in the telephone directory by attending to the key names in the top right hand corners.	
	Have student find his own name/number.	
With assistance, fills in simple forms, e.g. job application, social insurance, medical forms.	Have student practise with actual forms.	Forms in Your Life.

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Utilizes specific written material in daily living, e.g. orders food from menu, shopping.		
Reads and interprets personal bills, e.g. telephone, gas.	Provide practise.	Budgeting Workbook.
Reads a route map, bus schedule.		

HANDWRITING
Level 6

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Forms words legibly.	Have student practise or copy various words. Reinforce successive approximations at forming various words. Prompt the student to write/print clearly before he attempts to reproduce the word.	Forms in Your Life. Perceptual Development Cards.

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Spells key information required in daily living.	Show the student where to put those key words in a number of situations and how to find them, e.g. use visual cues, use a dictionary: time related words - days of week, date on a cheque, date on a requisition, date on an application. Make up a booklet containing these words relevant to that student's needs, e.g. name, address, shopping list, height, weight.	
Utilizes phonetic clues in spelling.		

APPENDIX A

OVERVIEW

I. RECEPTIVE COMMUNICATION (Listening)

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
Responds when called. p. 1	Responds to full name. p. 8				
	Associates name with familiar others, e.g. peers. p. 8				
	Associates sounds with specific objects, e.g. animals, fire alarm. p. 8	Responds to familiar sounds in environment, e.g. honking horn, lunch bell. p.17	Classifies sounds according to importance, e.g. siren. p.28	Modulates sounds according to need, e.g. turns up stereo, whispers. p.39	
Responds to a command, e.g. "Don't touch." p. 1	Follows one-step direction. p. 8	Follows simple directions. p.17	Follows more complex directions. p.28	Follows specific directions, community based. p.39	Follows general directions, community based. p.50
With assistance, responds to praise/criticism. p. 1	Responds to praise/criticism. p. 8	With assistance, responds to commands/praise/criticism. p.17	Responds to commands/praise/criticism. p.28	With assistance, discriminates between appropriate and inappropriate commands/praise/criticism. p.39	Discriminates between appropriate and inappropriate commands/praise/criticism. p.50
Responds to varying vocal tones, e.g. good - GOOD. p. 1	Responds to increased number of vocal tones. p. 8	Differentiates between, and labels, obvious emotions (based on hearing). p.17	With assistance, differentiates between, and labels, less obvious emotions (based on hearing). p.28	Differentiates between, and labels, less obvious emotions (based on hearing). p.39	Differentiates between, and labels, less obvious emotions (based on hearing). p.50
	Joins group when name is called. p. 9	Takes turn in a group when teacher/peer calls name. p.18	Responds to directions given to a group in familiar setting. p.29	Responds to directions given to a group in familiar setting. p.39	Responds to directions given to a group in the community, e.g. bus depot. p.50
Responds to music, e.g. clapping, rocking. p. 1	With assistance, claps/stamps to a simple rhythm when mobile or stationary. p. 9	Responds to more complex rhythms. p.18	Responds appropriately to different types of music, e.g. western vs. church music. p.29	Responds appropriately to different types of music in various settings. p.40	Responds to music in leisure time, e.g. community dance. p.50

II. VIEWING

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
Visually scans for an object. p. 2	Visually attends to stationary objects. p.10	Changes level of attention to suit the level of viewing task. p.19			
Focuses on objects. p. 2 Tracks moving objects. p. 2	With assistance, locates specific objects contained in pictures. p.10	Locates specific objects in print. p.19	Identifies some non-print visuals, e.g. signs. p.30	Relates meaning of non-print visuals, e.g. signs. p.41	Responds appropriately to non-print visuals, e.g. traffic signs. p.51
		Labels some objects in print, e.g. cars on page. p.19	Discriminates between essential and non-essential detail. p.30	Describes relevant details without visual clues. p.41	Describes experiences formulated from material reviewed, e.g. print and non-print. p.51
Attends to directed visual input for three minutes, e.g. game. p. 2	Attends to directed visual input for specified time, e.g. television program. p.10	Attends to directed visual input for increasing length of time. p.19	Attends to directed visual input for a specified period of time. p.30	Views attentively for a specified period of time. p.41	Views attentively for a specified period of time. p.51
Establishes eye contact. p. 2	With assistance, maintains eye contact. p.10	Maintains eye contact. p.19	With assistance, maintains eye contact through distractions. p.30	Maintains eye contact through distractions. p.41	
	With assistance, differentiates between first/last, before/after, using concrete objects. p.11	With assistance, arranges objects or pictures to form a simple visual sequence, e.g. first/last. p.19	Relates a simple sequence viewed in picture format, e.g. sequence cards. p.30	Relates a simple sequence viewed in action format, e.g. film, television. p.41	Identifies visual presentations as being real or fantasy. p.51
Imitates some relational concepts, e.g. in/out, using concrete objects. p. 3	Differentiates between some relational concepts, e.g. open/shut. p.11	With assistance, places objects/self in specific relational context. p.20	Indicates relational position of self/object in response to a specific response. p.31	States relational concepts in a variety of situations. p.41	

III. EXPRESSIVE COMMUNICATION (Speaking/Non-Verbal)

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
Uses sounds/single words/gestures. p. 4 With assistance, communicates familiar name, e.g. Mommy. p. 4	Spontaneously uses familiar words in the environment. p.12	Uses noun/verb combinations, e.g. "Me eat." p.21	Uses simple sentences, e.g. "I want a cookie." p.32	Uses a combination of different sentences, e.g. "May I have a cookie? I'm hungry." p.43	Carries on a conversation, e.g. describes familiar situations, gives direction, sequences events. p.53
With assistance, communicates first name. p. 4	With assistance, communicates first name and age. p.12	Communicates full name. p.21	Communicates personal information about self, e.g. telephone number. p.32	Gives general information about self. p.43	
		Responds to specific questions re self, e.g. "How old are you?". p.21	With assistance, gives general information about familiar situations. p.32	Gives general information about familiar situations. p.43	
Identifies some familiar objects/persons. p. 4	Labels some familiar objects/persons. p.12	Labels a wide range of familiar objects/persons. p.21	Labels familiar objects/persons, using adjectives. p.32	Describes object/person in more than one way, e.g. same/different, adverbs. p.44	
	With assistance, uses some plurals, e.g. cats. p.13	Uses some plurals, e.g. cats. p.21	Uses plurals. p.33	Uses irregular plurals, e.g. mouse - mice. p.44	
				Uses some verb tenses, e.g. past tense. p.44	Uses verb tenses correctly. p.53 Uses synonyms/antonyms. p.53
Makes needs known. p. 4	Makes needs known. p.13	Verbalizes needs in question format, e.g. "Me go?". p.22	Asks simple questions to suit the situation. p.33	Asks appropriate questions in familiar situations. p.44	Asks appropriate questions in a variety of situations. p.54

III. EXPRESSIVE COMMUNICATION - continued

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
Communicates, using facial expressions. p. 5	Responds to emotions, e.g. happy, sad. p.13	Labels emotions from simple situations, e.g. angry, excited. p.22	States why an emotion takes place in a simple situation. p.33	Interprets and labels emotions in a simple situation. p.45	Responds appropriately to other people's emotions. p.54
			States some of own emotions. p.33	Explains reasons for own emotions. p.45	Describes other people's emotions accurately. p.54
		Communicates appropriately in group situations, e.g. takes turns. p.22	Communicates appropriately in group situations, e.g. voice level. p.33	Addresses a group in a familiar situation. p.45	Addresses a group in a familiar situation. p.54

IV. READING

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
Points to familiar objects. p. 6	With assistance, labels pictures of familiar objects. p.14	Recognizes familiar community facility signs, e.g. telephone booth, washrooms. p.23	Matches word to the familiar community facility, e.g. telephone booth. p.34	Reads some labels when in context, e.g. grocery words. p.46	Reads labels out of context, e.g. items on grocery list. p.55
	Recognizes first name in print. p.14	Points to name on I.D. card upon request. p.23	Presents information on I.D. card: name, address, phone number. p.34	Presents full information on I.D. card: age, sex, whom to contact in emergency. p.46	Presents personal information in a number of ways. p.55
Sorts familiar items, e.g. ball, cup. p. 6	Distinguishes between like shapes, e.g. triangles, squares. p.14				
	Matches to sample. p.14	Matches like functional words/symbols. p.23	Responds to functional words in context. p.34	Reads, and responds appropriately to, functional words. p.46	Reads, and demonstrates understanding of, functional words, e.g. I.D., recipes, instructions. p.55
		Sequences some letters in words, e.g. name. p.24	Alphabetizes by first letter, e.g. names, files. p.34	Uses personal address/telephone book. p.46	Uses telephone directory to find specific names/numbers. p.55
Tracks from left to right. p. 6	With assistance, follows left/right format, e.g. pictures, words. p.14	Finds top, middle and bottom of reading material, e.g. clock, face, menus, signs. p.24	Identifies some information required in simple forms, e.g. library card. p.35	Identifies information required on simple forms, e.g. cheque, catalogue order form. p.46	With assistance, fills in simple forms, e.g. job application, social insurance, medical form. p.55
		Positions book/paper correctly. p.24	Locates specific item on reading material, e.g. price tag, size, menu selection. p.35	Responds to specific written materials, e.g. price of items, menu, time. p.46	Utilizes specific written material in daily living, e.g. orders from menu, shopping. p.56

IV. READING - continued

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
		Waits for receipt when making purchase. p.24	Interprets some information on cash register receipt, e.g. total, date. p.35	Reads key words on a bill, e.g. name, amount, date due. p.47	Reads and interprets personal bills, e.g. telephone, gas. p.56
		Recognizes own bus, e.g. number, letter, picture. p.25	Utilizes reading skills, e.g. to take appropriate bus. p.36	Utilizes reading skills to travel independently, e.g. bus. p.47	Reads a route map, bus schedule. p.56

NOTE: Whenever appropriate, if student shows ability to read, the Communication section of the EMH Curriculum guide should be used.

V. HANDWRITING

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
Scribbles with primary crayon. p. 7	Explores use of different media, e.g. pencils, finger paints. p.15	Holds a pencil/paper correctly. p.26			
		Uses correct body position when writing, e.g. sits up straight. p.26	Uses correct body position when writing, e.g. sits up straight. p.37		
	Makes circles and lines. p.15	Copies familiar shapes, e.g. circle, square. p.26			
		With assistance, joins some geometric shapes/lines to form figures, e.g. letters, numbers. p.26	Joins some geometric shapes/lines to form figures, e.g. name, number. p.37	Prints words. p.48	
		Prints some letters independently, e.g. name. p.26	Forms words in left to right pattern on a designated spot. p.37		
			Writes first name. p.37	Writes some personal information. p.48	Forms words legibly. p.57

VI. SPELLING

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
	Traces some letters of the alphabet. p.16	Copies some letters of the alphabet. p.27	Copies some printed words in context. p.55	Copies printed words in context, e.g. food labels. p.49	
		Recognizes some functional words. p.27	Spells some key information from memory. p.38	Spells key information from memory. p.49	Spells key information required in daily living. p.58
		Associates sounds with some of the common consonants and vowels. p.27	Associates sounds with an increasing number of consonants and vowels. p.38	Utilizes some phonetic clues in spelling, e.g. short vowels, initial consonants. p.49	Utilizes phonetic clues in spelling. p.58

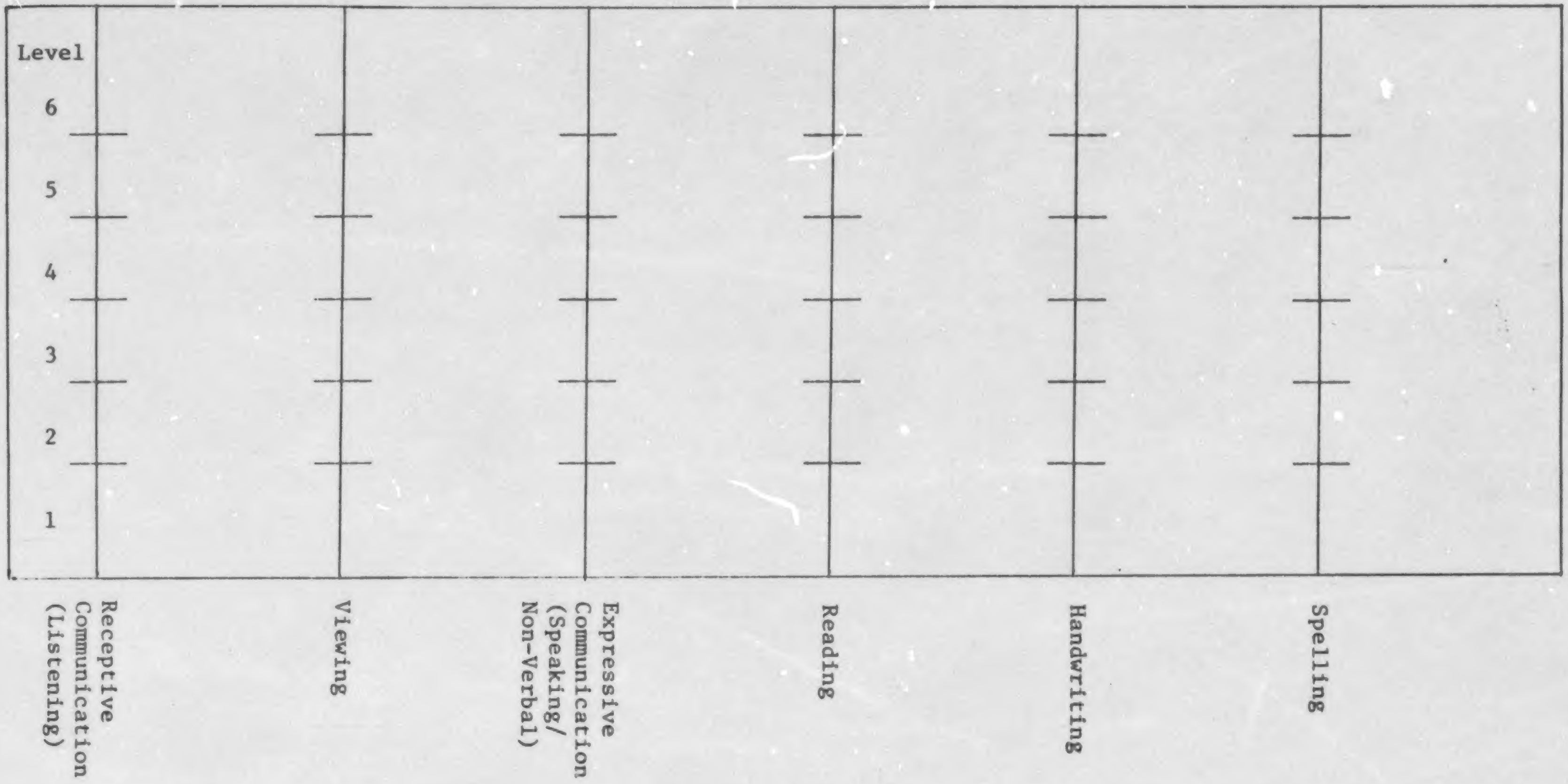
APPENDIX B

STUDENT PROFILE/CHECKLIST

Student Profile

Student Name: ______________________ Date: ______________________ (Color code)

Age: ______________________ Date: ______________________ (Color code)



	I	II	III	IV	V	VI
SCORE:						
LEVEL:						

Checklist - Placement and Assessment for Levels 1 - 6

Instructions: Circle the child/student responses.

Add up the number of "Yes" responses and place on SCORE line.

Convert the SCORE to LEVEL using the following guide.

There are 6 components to the test.

There are 6 components of the checklist.

There are 2 scoring guides:

Receptive Communication,
Viewing, Speaking,
Expressive Communication

SCORE:	LEVEL:
0 - 1	1
2 - 3	2
4 - 5	3
6 - 7	4
8 - 9	5
10 +	6

Spelling, Handwriting

SCORE:	LEVEL:
	1
1	2
2 - 3	3
3 - 5	4
6 - 7	5
8 +	6

NOTE: For exact placement within a level please refer to the OVERVIEW SHEET which lists all objectives in the COMMUNICATION SECTION.

Checklist - Placement and Assessment for Levels 1 - 6

I. RECEPTIVE COMMUNICATION

1. Responds when called Yes No
2. Responds to music, e.g. clapping, rocking Yes No
3. Associates sounds with familiar objects Yes No
4. Responds to increased number of vocal tones, e.g. good - GOOD Yes No
5. Follows simple directions Yes No
6. Takes turns in a group when teacher/peer calls name Yes No
7. Classifies sound according to importance, e.g. loud, soft Yes No
8. Responds appropriately to different types of music, e.g. western vs church Yes No

II. VIEWING

1. Visually scans for an object Yes No
2. Imitates facial body language Yes No
3. Attends to directed visual input for specified time period, e.g. television program Yes No
4. Locates some major landmarks outside within viewing distance, e.g. tree in yard Yes No
5. Changes level of attention to suit the level of viewing task Yes No
6. Describes main features of natural environment viewed, e.g. "big tree" Yes No
7. Identifies some non-print visuals, e.g. signs. Yes No
8. Changes position of self/object in response to a specific situation, e.g. moves closer to table Yes No

III. EXPRESSIVE COMMUNICATION

1. Uses single words/gestures Yes No
2. Communicates using facial expressions Yes No
3. Spontaneously uses familiar words in the environment Yes No
4. Makes needs known Yes No
5. Uses noun/verb combinations, e.g. me eat Yes No
6. Communicates appropriately in a group situation, e.g. takes turns Yes No
7. Uses simple sentences, e.g. "I want a cookie". Yes No
8. Asks simple questions to suit the situation Yes No

9. Modulates sound according to need, e.g. turns up stereo, whispers Yes No

10. Responds to directions given to a group in a familiar setting Yes No

11. Follows general directions, community based Yes No

12. Responds to directions given a group in the community, e.g. bus depot Yes No

SCORE: ____________

LEVEL: ____________

9. Relates meaning of non-print visuals, e.g. signs Yes No

10. Compares sensory impression from natural environment viewed, e.g. touch of leaves Yes No

11. Identifies visual presentations as being real or fantasy Yes No

12. Draws conclusions about situations based on body language cues Yes No

SCORE: ____________

LEVEL: ____________

9. Uses a combination of different sentences Yes No

10. Addresses a group in familiar situation Yes No

11. Carries on a conversation about familiar situations, gives directions, sequences events Yes No

12. Describes other people's emotions accurately Yes No

SCORE: ____________

LEVEL: ____________

IV. READING

1. Points to familiar objects Yes No
2. Tracks from left to right Yes No
3. Recognizes first name in print Yes No
4. Matches to sample Yes No
5. Recognizes familiar community facility signs, e.g. washrooms, telephone booth Yes No
6. Recognizes own bus, e.g. number, letter, picture Yes No
7. Matches word to the familiar community facility, e.g. telephone booth Yes No
8. Interprets some information on a cash register receipt, e.g. total, date Yes No

V. HANDWRITING

1. Scribbles with primary crayons Yes No
2. Explores use of different media, e.g. paints, pencils, finger paints Yes No
3. Makes circles and lines Yes No
4. Holds pencil/paper correctly Yes No
5. Prints some letters independently, e.g. name Yes No
6. Uses correct body position when writing, e.g. sits up straight Yes No
7. Forms words in left to right pattern on a designated spot Yes No
8. Prints words Yes No

VI. SPELLING

1. Traces some letters of the alphabet, e.g. name Yes No
2. Copies some letters of the alphabet Yes No
3. Associates sounds with some of the common consonants and vowels, e.g. b, m Yes No
4. Copies printed words in context Yes No
5. Spells some key information from memory, e.g. name Yes No
6. Spells key information from memory, e.g. name, telephone number Yes No
7. Utilizes some phonetic clues in spelling, e.g. short vowels, initial consonants Yes No
8. Spells key information required in daily living, e.g. shopping list Yes No

9. Reads some labels when in context, e.g. grocery words Yes No

10. Reads key words on a bill, e.g. name, amount, date due Yes No

11. Reads labels out of context, e.g. items on grocery list Yes No

12. Reads and interprets personal bills, e.g. telephone, gas Yes No

SCORE: ____________

LEVEL: ____________

9. Writes some personal information Yes No

10. Forms words legibly Yes No

SCORE: ____________

LEVEL: ____________

9. Utilizes phonetic clues in spelling, e.g. long vowels Yes No

SCORE: ____________

LEVEL: ____________

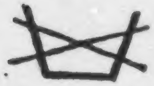
APPENDIX C

FUNCTIONAL SIGNS/SYMBOLS

a. Clothing Care

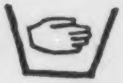
WASHING

(red)



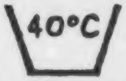
Do Not
Wash

(yellow)



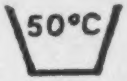
Hand Wash

(yellow)



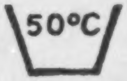
Machine Wash -
lukewarm -
gentle

(yellow)



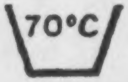
Machine Wash -
warm - gentle

(green)



Machine Wash -
warm - normal

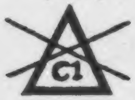
(green)



Machine Wash -
hot - normal

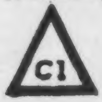
**CHLORINE
BLEACHING**

(red)



Do Not Use
Bleach

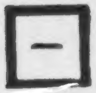
(yellow)



Use Bleach As
Directed

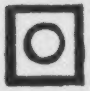
DRYING

(yellow)



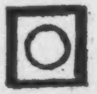
Dry Flat -
Hot

(yellow)



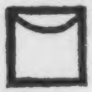
Tumble Dry -
low temp.

(green)



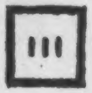
Tumble Dry -
med. temp.

(green)



Hang to
Dry

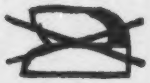
(green)



Drip Dry

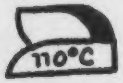
IRONING

(red)



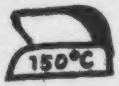
Do Not Iron

(yellow)



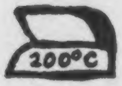
Iron at Low
Setting

(yellow)



Iron at Medium
Setting

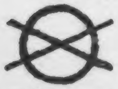
(green)



Iron at High
Setting

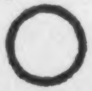
DRY CLEANING

(red)



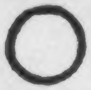
Do Not Dry Clean

(yellow)



Dry Clean at Low Temp.

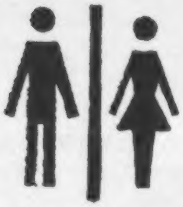
(green)

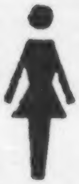


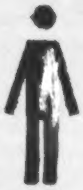
Dry Clean

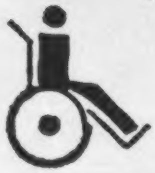
(Originals available from Department of Consumer and
Corporate Affairs.)

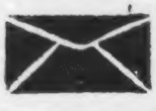
b. Services

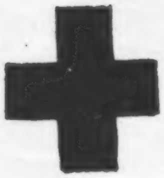

Washrooms

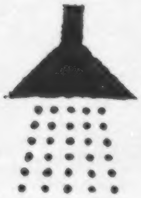

Women's Washroom

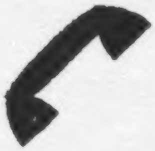

Men's Washroom

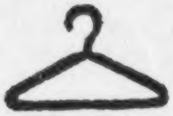

Facilities for the Handicapped

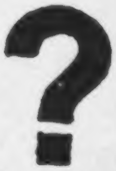

Post Office

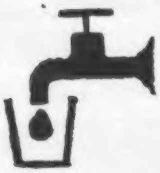

First Aid

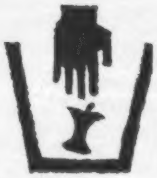

Showers

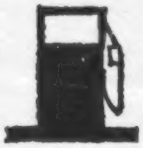

Telephone

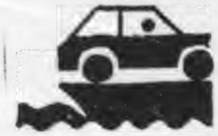

Change Rooms

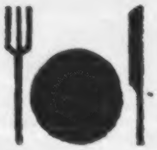

Information

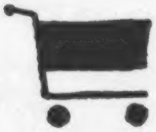

Potable Water

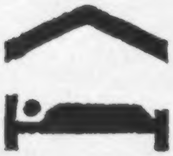

Litter Container

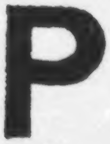

Gasoline

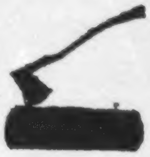

Car Ferry

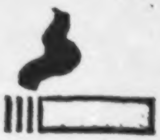

Restaurant


Groceries

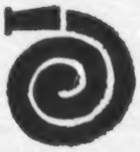

Accommodation


Parking

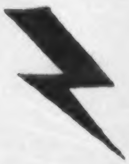

Firewood


Smoking

Fires

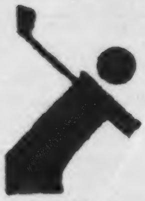

Firehose

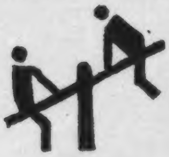
Danger

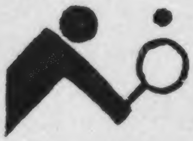

High Voltage

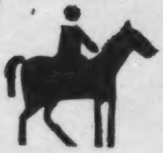
(Orignials available from Parks Canada.)

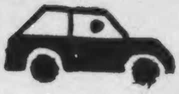
c. Summer Recreation

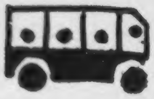

Golf

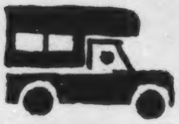

Playground

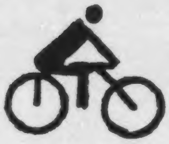

Tennis

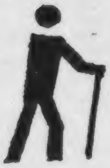

Horseback Riding

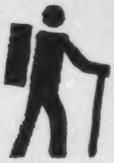

Cars

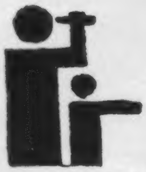

Bus Tour

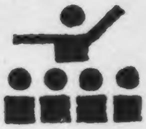

Camper Trucks

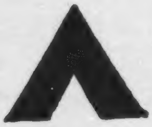

Bicycling

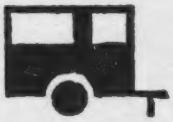

Hiking

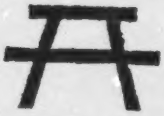

Back-Packing

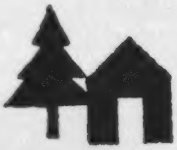

Viewing

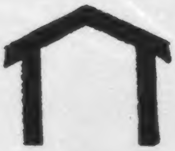

Nature Talk

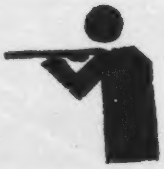

Camping

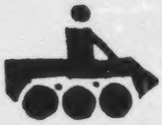

Trailers

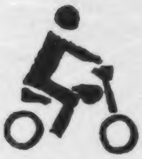

Picknicking


Youth Hostel


Shelter

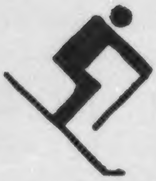

Hunting

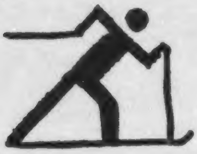

All Terrain Vehicles

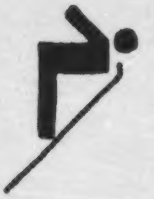

Trail Bikes

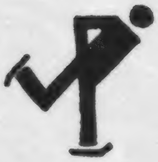
(Orignials available from Parks Canada.)

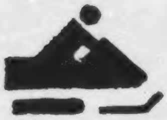
d. Winter Recreation

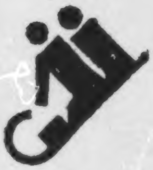

Downhill Skiing

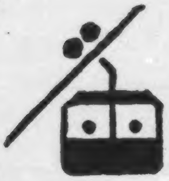

Cross-Country Skiing


Ski Jumping


Ice Skating

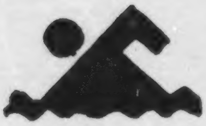

Snow-Mobiling

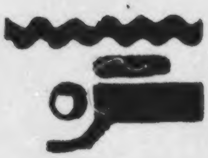

Tobogganing

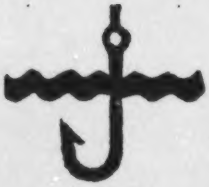

Gondola

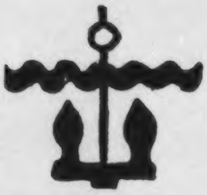
(Originals available from Parks Canada.)

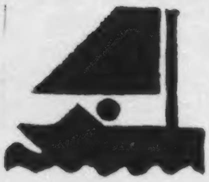
e. Water Recreation

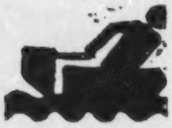

Swimming

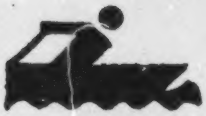

Scuba Diving

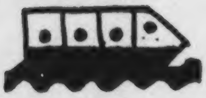

Fishing

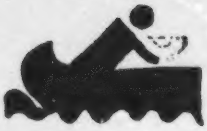

Anchorage

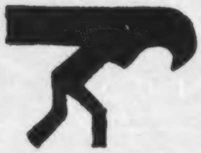

Sail Boating

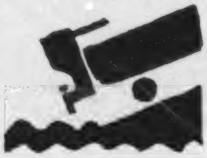

Motor Boating

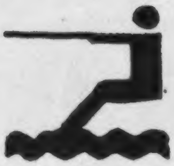

Row Boating

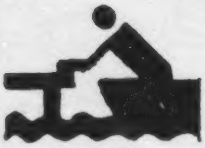

Tour Boats

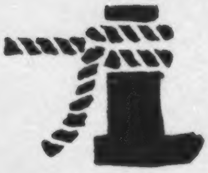

Canoeing

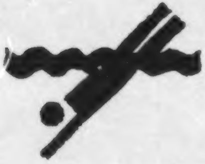

Portage


Launch Ramp


Water Skiing

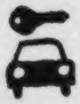

Docking

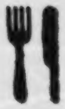

Boat Tie-up

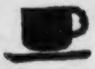

Diving

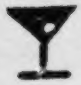
(Originals available from Parks Canada.)

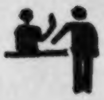
f. Travel/Transportation

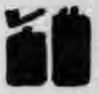

Car Rental

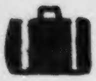

Restaurant

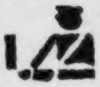

Coffee Shop

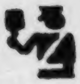

Bar

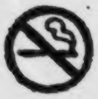

Ticket Purchase

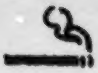

Baggage Check-in

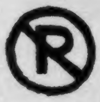

Baggage Claim

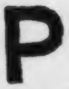

Customs

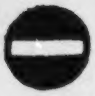

Immigration

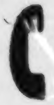

No Smoking

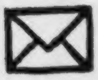

Smoking

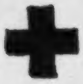

No Parking

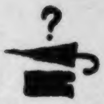

Parking

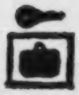

No Entry

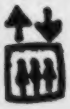

Telephone

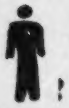

Mail

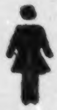

First Aid

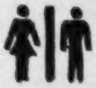

Lost and Found

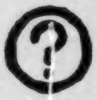

Lockers

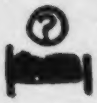

Elevator

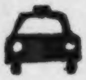

Men's Toilets

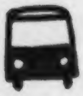

Women's Toilets

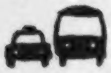

Toilets

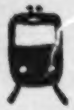

Information

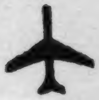

Hotel Information


Taxi


Bus


Ground Transportation

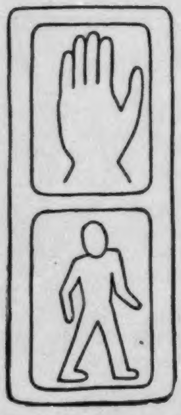

Rail Transportation


Airport

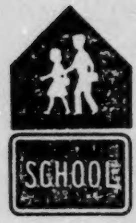
g. Traffic/Community

Stop

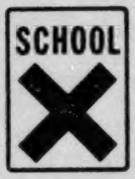
Don't Walk/Walk



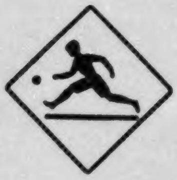
Don't Walk/Walk



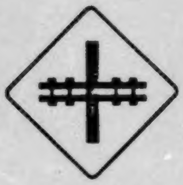
School Zone



School Crossing

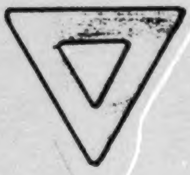


Playground

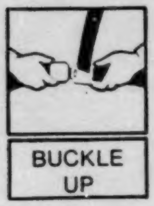


Railway Crossing

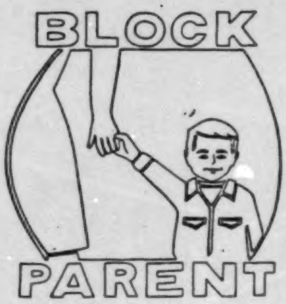
One Way



Yield



Seatbelts

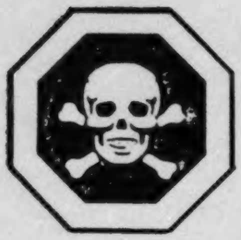


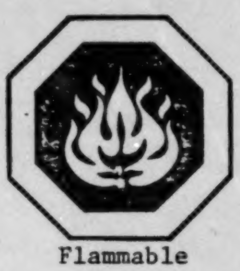
Block
Parent

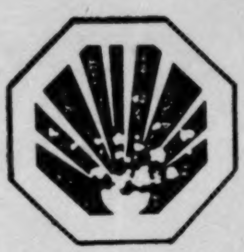
(Original and additional signs available from the Department of Transport or the local police - Traffic Education Program.)

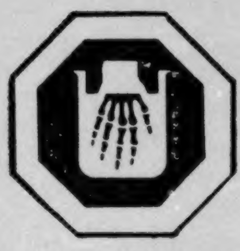
h. Hazardous Products

DANGER
(red background)

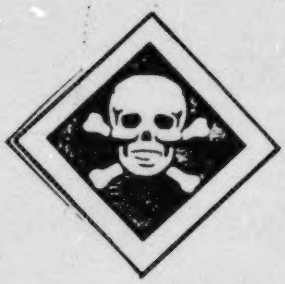

Poison


Flammable


Explosive


Corrosive

WARNING
(orange background)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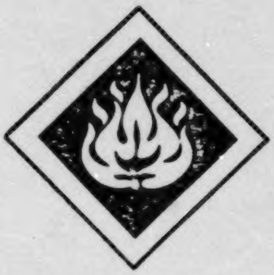
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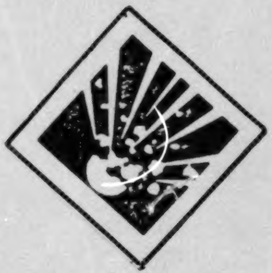
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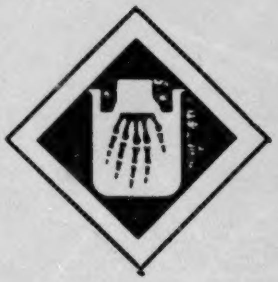
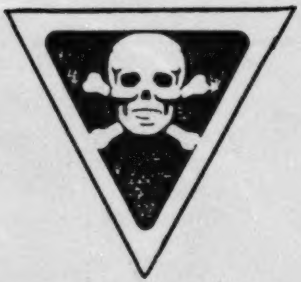
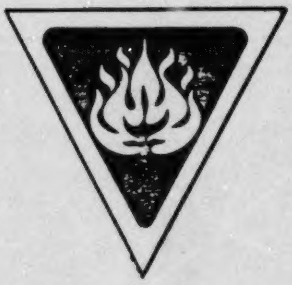

Corrosive

CAUTION
(yellow background)


Poison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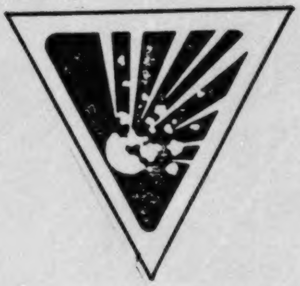
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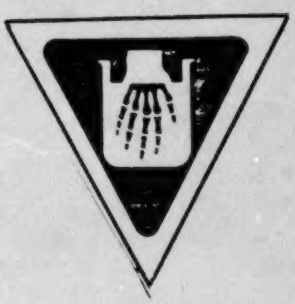
Corrosive

(Originals available from Department of Consumer and Corporate Affairs.)

APPENDIX D

RESOURCES

LEVEL 1

RECEPTIVE LANGUAGE (Listening)

The Teaching Research Curriculum for Moderately and Severely Handicapped - Charles C. Thomas Publishers

Tom Thumb Early Learning Library - Rhythms Productions

Vision-Up Curriculum - U.S. Dept. of Health, Education and Welfare

VIEWING

Let's Look For: A Visual Perception Program - Bowmar-Noble Publishers Inc.

Portage Project - Cooperative Education Service

Rubber Puzzles - Lauri Inc.

Speak for Yourself: A Language Program for the Mentally Retarded - Activity Records Inc.

Speech and Phonics: Form-a-Sound - Ideal School Supply

A Step-by-Step Learning Guide for Retarded Infants and Children - Syracuse University Press

Vision-Up Curriculum - U.S. Dept. of Health, Education and Welfare

Wooden Puzzles - Simplex

EXPRESSIVE LANGUAGE (Speaking/Non-Verbal)

Language Acquisition Program for the Retarded or Multiply Impaired - Research Press

Monterey-Avonmore Curriculum Book 1 and 2

Peabody Language Development Kit - Levels 1 and 2 - Psycan Ltd.

Portage Project - Cooperative Education Service

The Teaching Research Curriculum for the Moderately and Severely Handicapped - Charles C. Thomas Publishers

READING

McDonald Starters Series - McDonald Educational

Speech and Phonics: Form-a-Sound - Ideal School Supply

LEVEL 2

RECEPTIVE LANGUAGE (Listening)

Farm Lotto - Edu-game

Let Me Speak - Souvenir Press

Listen! - Creative Resources

Monterey-Avonmore Curriculum Book 1 and 2

Peabody Language Development Kit - Psycan Ltd.

Listening Skills, Unit I - Scholastic Magazines Inc.

Speak for Yourself: A Language Program for the Mentally Retarded Child - Activity Records, Inc.

Tom Thumb Early Learning Library - Rhythms Productions

Why Didn't I Think of That! - Bowmar/Noble Publishers Inc.

VIEWING

Action in Learning - Ideal School Supply

The Big Book of People and Words - Goodyear Pub. Co.

Create a Story - Three, Four, Five, Publishers, Inc.

Language Acquisition Program for the Retarded or Multiply Impaired - Research Press

Let's Look For: A Visual Perception Program - Bowmar/Noble Publishers Inc.

McDonald Starters Series - McDonald Educational

Opposite Concepts - Instructo Corp.

Story Cards - Tell What Part is Missing - Milton Bradley Co.

Visual Discrimination Material, Books 1 - 3 - Educational Supply Associates

EXPRESSIVE LANGUAGE (Speaking/Non-Verbal)

Communication Manual "E" - Bureau of Education for the Handicapped USDE Washington

Developing Oral Language with Young Children, Book 3, Self-Image - Educators Publishing Service

EXPRESSIVE LANGUAGE (Speaking/Non-Verbal) - cont'd.

Farm Lotto - Edu-game

Go Together Lotto - Edu-game

Helping Young Children Develop Learning Skills - Council for Exceptional Children

Teaching Research Curriculum for the Moderately and Severely Handicapped -
Charles C. Thomas Publishers

World About Us Lotto - Edu-game

READING

Feelings Inside You and Out Loud Too - Celestial Arts

I Can - Hubbard Scientific Co.

Letters from Calico Cat - Children's Press

McDonald Starters Series - McDonald Educational

Moods and Emotions - David C. Cook Publishing Co.

Rubber Puzzles - Lauri Inc.

Speak for Yourself: A Language Program for the Mentally Retarded - Activity Records Inc.

Speech and Phonics: Form-a-Sound - Ideal School Supply

HANDWRITING

Activities for Preschool/Kindergarten Language Development - Milliken Pub. Co.

Trainable Children: Curriculum and Procedures - John Day Co.

Wipe-off Cards - Trend Enterprises

SPELLING

Alph-a-Space-Combination - Lauri Inc.

Monterey-Avonmore Curriculum Book 1 and 2 -

LEVEL 3

RECEPTIVE LANGUAGE (Listening)

Action in Learning - Ideal School Supply

It's a Happy Feeling - Rhythms Productions

Listening Skills - Unit I, Easy Ears - Scholastic Magazines Inc.

Peabody Language Development Kits - Psycan Ltd.

Speak for Yourself: A Language Program for the Mentally Retarded - Activity Records Inc.

Super Ears - Lowell and Lynwood Ltd.

Tom Thumb Early Learning Library - Rhythms Productions

VIEWING

The Classification Game - Instructo Corp.

Concepto-Sort - Educational Performance Associates Inc.

Flora and Fauna of Alberta - Karvonen Films Ltd.

Go Together Lotto - Edu-game

Langauge Acquisition Program for the Retarded and Multiply Impaired - Research Press

McDonald Starters Series - McDonald Educational

Speech and Phonics: Form-a-Sound - Ideal School Supply

What's Missing Lotto - Edu-game

World About Us Lotto - Edu-game

EXPRESSIVE LANGUAGE (Speaking/Non-Verbal)

Flying Start: Learning to Learn and Things Alive - Brooke Educational Publishing

Goldman-Lynch Sounds and Symbols Development Kit - Psycan Ltd.

I Can Make a Rainbow - Incentive Publications

Learning Staircase - Learning Concepts

EXPRESSIVE LANGUAGE (Speaking/Non-Verbal) - cont'd.

Let Me Speak - Souvenir Press

Monterey-Avonmore Curriculum - Book 1 and 2

Peabody Articulation Cards - Psycan Ltd.

Target on Language - Christ Church Child Center

Teaching Research Curriculum for the Moderately and Severely Handicapped - Charles C. Thomas Publishers

READING

Alpha-a-Space Combination - Lauri Inc.

Flying Start: Learning to Learn and Things Alive - Brooke Educational Pub.

Functional Signs Match-Ups - Developmental Learning Activities

Learning About Numbers Manual - Brooke Educational Pub.

Look Alike Because, Level 1 and 2 - Teaching Resources Corp.

Opposite Concepts - Instructo Corp.

Story Sequence - Instructo Corp.

Survival Signs - Ideal School Supply

Telling Time - Hubbard Scientific Co.

Workjobs: Activity-centered Learning for Early Childhood Education - Addison-Wesley

HANDWRITING

Dubnoff School Program, Level 3 - Teaching Resources Corp.

Fairbanks-Robinson Program Level 1 - Teaching Resources Corp.

Feel and Match Combination Set - Lauri Inc.

Monterey-Avonmore Curriculum Books 1 and 2

Name Writing - Hubbard Scientific Co.

Trainable Children - John Day Co.

Wipe-off Cards - Trend Enterprises

SPELLING

Flying Start: Learning to Learn and Things Alive - Brooke Educational Pub.

Trainable Children: Curriculum and Procedures - John Day Co.

LEVEL 4

RECEPTIVE LANGUAGE (Listening)

Distar Language I, II, III - Science Research Associates

It's a Happy Feeling - Rhythms Productions

I'm Running Away - Children's Press

Listen! - Creative Resources

Listening Aides Through the Grades - Teacher's College Press

Mom's New Job - Children's Press

Moods and Emotions - David C. Cooke Publishing Co.

Music for Fun, Music for Learning - Holt, Rinehart and Winston of Canada

New Neighbours - Children's Press

New Wheels - Children's Press

Peace, Harmony, Awareness: A Relaxation Program for Children - Learning Concepts

Project Me - Let's Look For - Bowmar/Noble Publishers Inc.

VIEWING

Artworlds: Art to Touch - Bowmar/Noble Publishers Inc.

Consumer Sequential Cards - Developmental Learning Materials

Concepto-Sort - Educational Performance Associates Inc.

Discovering Opposites: Reading Skills Kit - Instructo Corp.

Flora and Fauna of Alberta - Karvonen Films Ltd.

Go-together Lotto - Edu-games

Language Acquisition Program for the Retarded or the Multiply Impaired - Research Press

Perception Task Cards - Milton Bradley Co.

Poems and Pictures - Evans Brothers

VIEWING (cont'd.)

Perceptual Skills Curriculum - Walker Educational Book Corp.

Sequential Picture Cards I - IV - Developmental Learning Materials

Sign Language: A Survival Vocabulary - Janus Book Pub.

Speak for Yourself: A Language Program for the Mentally Retarded - Activity Records Inc.

Story Cards: Tell What Part is Missing - Milton Bradley Co.

Teaching the Moderately and Severely Handicapped - University Park Press

Visual Sequential Memory Exercises - Developmental Learning Materials

EXPRESSIVE LANGUAGE (Speaking/Non-Verbal)

Concepto-Sort - Educational Performance Associates

Create a Story Books - Three, Four, Five, Publishing Ltd.

Fit-a-Shape - Lauri Inc.

I Have Feelings - Wise Owl Publications

Learning Staircase - Learning Concpets

Learning Through Movement - Bowmar/Noble Publishers Inc.

Let Me Speak - Souvenir Press

Play 'N Fit - Lauri Inc.

Project Me: Try This on for Size and Shape - Bowmar/Noble Publishers Inc.

Teaching Research Curriculum for the Moderately and Severely Handicapped - Charles C. Thomas Publishers

READING

Alph-a-Space Combination - Lauri Inc.

Distar Language I, II, III - Science Research Associates

Education for Independence - Province of Manitoba Dept. of Education

Real Life Reading - Scholastic - TAB Publications, Ltd.

Sign Language: A Survival Vocabulary - Janus Book Pub.

HANDWRITING

Dubnoff School Program - Teaching Resources

I Can Do It: Manipulative Series - Bowmar/Noble Publishers Inc.

Name Writing - Hubbard Scientific Co.

Perception Task Cards - Milton Bradley Co.

SPELLING

Flying Start: Learning to Learn and Things Alive - Brooke Educational Pub.

Monterey-Avonmore Curriculum Books 1 and 2

Name Writing - Hubbard Scientific Co.

Washington State Cooperative Curriculum, Binder 2 - University of Washington

LEVEL 5

RECEPTIVE LANGUAGE (Listening)

Distar Language I, II, III - Science Research Associates

EARS (Early Approaches to Reading Skills) - Edu-Media

I Know How You Feel - Bowmar/Noble Publishers Inc.

Listening Skills, Unit 2: Earpower - Scholastic Magazines Inc.

Project Me - Let's Look For - Bowmar

Receptive Language Activities - Go-Mo Industries, Inc.

Speak for Yourself - Activity Records, Inc.

VIEWING

Clothing Care Series - Interpretive Education

Consumer Sequential Cards - Developmental Learning Materials

Flora and Fauna of Alberta - Karvonen Films Ltd.

Peacy, Harmony, Awareness: A Relaxation Program for Children - Learning Concepts

Real People at Work - Changing Times Education Service

Sequential Picture Cards I, II, III - Developmental Learning Materials

Speak for Yourself - Activity Records, Inc.

Troll Read-Alongs - Troll Associates

EXPRESSIVE LANGUAGE (Speaking/Non-Verbal)

ABC Lotto - Edu-game

Moods and Emotions - David C. Cooke Publishing Co.

Peabody Articulation Cards - Psycan Ltd.

What's Missing Lotto - Edu-game

READING

Distar Language I, II, III - Science Research Associates

Forms in Your Life - Globe Modern Curriculum Press

Math Activity 2, 3, 4 - Brooke Educational Publishing Co.

Real Life Math - Scholastic - TAB Publications Ltd.

Real Life Reading - Scholastic - TAB Publications Ltd.

Real Life Reading and Writing on the Job - Scholastic Book Services

Sign Language: A Survival Vocabulary - Janus Book Pub.

Young Homemakers Series - Fearon-Pitman Publishers Inc.

HANDWRITING

Forms in Your Life - Globe Modern Curriculum Press

LEVEL 6

VIEWING

Bicycle Safety - Library Sound Services

Clothing Care Series - Interpretive Education

Moods and Emotions - David C. Cooke Publishing Co.

Poems and Pictures - Evans Brothers

Real Life Reading - Scholastic - TAB Publications Ltd.

Safety Series - Marshfilm Enterprises Inc.

Self-Care Series - Marshfilm Enterprises Inc.

The Problem - Acne - Interpretive Education

EXPRESSIVE LANGUAGE (Speaking/Non-Verbal)

The Cola Kit - Academic Therapy Publications

Discovering Opposites: Reading Skills Kit - Instructo Corp.

READING

Budgeting Workbook - Interpretive Education

Cooking Activities for the Retarded Child - Abingdon Press

Forms in Your Life - Globe Modern Curriculum Press

Help Yourself to Food - Ontario Association for the Mentally Retarded

Telling Time - Frank Schaeffer Publications

Sign Language: A Survival Vocabulary - Janus Book Pub.

Survival Reading Task Cards - Teachers Exchange of San Francisco

HANDWRITING

Forms in Your Life - Globe Modern Press

Perceptual Development Cards Set 1 and 2 - Ideal School Supply Co.